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ABSTRACT

This curriculum guide is designed to guide the teaching of a year-long junior- or senior-level high school course that will help students develop skills for managing their work life and family life as well as basic skills, critical thinking, cultural diversity, group interaction, teamwork, and use of technology. It includes a course blueprint, a course outline, information on using the curriculum, and a "Passport to Life" student project that serves as a performance-based assessment model. The course consists of seven units of instruction that cover the following topics: (1) work and family; (2) career development; (3) personal development; (4) relationships; (5) parenting; (6) wellness and nutrition; and (7) resource management. Each unit consists of curriculum pages that include the title of course, title of unit, a competency goal and competency goal number, an objective and objective number, a content outline, instructional activities, behavioral objectives, and resources (state-adopted textbooks and resource books and Future Homemakers of America/Home Economics Related Occupations materials). (KC)

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Life Management

Family and Consumer Sciences Education

ED 417 312

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Public Schools of North Carolina
State Board of Education . Jay Robinson, Chairman
Department of Public Instruction . Michael E. Ward, State Superintendent
Workforce Development
1997

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LIFE MANAGEMENT

Course Number 7085

CURRICULUM GUIDE

Issued by:
Family and Consumer Sciences Education
Workforce Development Education
Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Raleigh, NC 27601 - 2825
July 1997

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July 1997

FOREWORD

This new curriculum guide, *Life Management*, will prepare students for managing their work life and family life and will help them make informed decisions that will impact the rest of their lives.

The *Life Management Curriculum Guide* teaches students about important issues they will face immediately following high school, and will help them live independent, satisfying lives. The unique focus is the interrelationship between work and family, and the fact that neither takes place exclusive of the other. Career development, personal development, relationships, parenting, wellness and nutrition, and resource management issues are discussed simultaneously in the context of the workplace and the home.

In addition to addressing life management decisions, the curriculum focuses on basic skills, critical thinking, cultural diversity, group interaction, teamwork, and use of technology. These essential skills provide students with a vehicle for life-long learning. It is our goal that students gain skills that will prepare them to be better individuals, parents, citizens, and workers.

We hope this guide will be helpful to you and your students.

Jay Robinson
Chairman, State Board of Education

Mike Ward
State Superintendent of Public Instruction

TABLE OF CONTENTS

Foreword v

Acknowledgments ix

Introduction 1

Course Blueprint 2

Course Outline 6

Using the Curriculum 8

"Passport to Life" Performance-Based Assessment Model 15

Units of Instruction

A. Work and Family 27

B. Career Development 34

C. Personal Development 40

D. Relationships 53

E. Parenting 63

F. Wellness and Nutrition 71

G. Resource Management 82

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Phyllis West, CFCS
Education Consultant
Family and Consumer Sciences Education
Workforce Development Education
North Carolina Department of Public Instruction

INTRODUCTION

Life Management is a year-long culminating course for levels three and four high school students in Family and Consumer Sciences Education. The following description is from the *Programs of Study*, Revised 1997 by Workforce Development Education, North Carolina Department of Public Instruction.

Course Number: 7085
Levels: 3 and 4
Maximum Enrollment: 26
Recommended Hours of Instruction: 135-180

This course is designed to empower students to take action for the well-being of themselves and others in the family, workplace, and community. Topics include resource management, personal development, parenting, relationships, career development, and wellness and nutrition. The focus is on what students need to know and be able to do to manage work and family responsibilities within the first five years after high school. Skills in decision making, problem solving, critical thinking, interpersonal relationships, technology, workplace readiness, and communication are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and service learning. Skill development and FHA/HERO leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

FAMILY AND CONSUMER SCIENCES EDUCATION
COURSE BLUEPRINT for **7085 LIFE MANAGEMENT**
[Recommended hours of instruction: 135-180]

Comp# Obj.#	Unit Titles/Competency and Objective Statements (the student will be able to:)	Time Hrs.	Unit Weight	Course Weight	Type Behavior	Integrated Skill Area	Core Supp.
1	2	3	4	5	6	7	8
				100%			
A	**WORK AND FAMILY**		**100%**	**7%**			
1.00	**Evaluate work and family issues.**		**100%**	**7%**	**C3**	**CISS**	**Core**
1.01	*Describe the contemporary family system as a foundation to society.*		14%	1%	C1	CISS	Core
1.02	*Summarize why families are important.*		28%	2%	C2	CISS	Core
1.03	*Summarize why individuals work.*		29%	2%	C2	CISS	Core
1.04	*Develop strategies for managing work and family.*		29%	2%	C3	CISS	Core
B	**CAREER DEVELOPMENT**		**100%**	**8%**			
2.00	**Demonstrate career development techniques.**		**100%**	**8%**	**C3**	**CISS**	**Core**
2.01	*Compare the relationship between career choices and personal priorities, interests, and abilities.*		25%	2%	C3	CISS	Core
2.02	*Compare workplace readiness standards.*		25%	2%	C3	CISS	Core
2.03	*Demonstrate job seeking skills.*		25%	2%	C3	CISS	Core
2.04	*Develop a career plan.*		25%	2%	C3	CISS	Core

1	2	3	4	5	6	7	8
C	**PERSONAL DEVELOPMENT**		**100%**	**15%**			
3.00	**Interpret the impact of heredity, environment, emotions, and attitudes on personal development.**		**33%**	**5%**	**C2**	**CISCISS**	**Core**
3.01	*Discuss the influence of heredity on personal development.*		7%	1%	C2	CISCISS	Core
3.02	*Discuss the influence of environment on personal development.*		13%	2%	C2	CISS	Core
3.03	*Discuss the influence of emotions and attitudes on personal development.*		13%	2%	C2	CISCISS	Core
4.00	**Exhibit good character.**		**33%**	**5%**	**C3PA**	**CISS**	**Core**
4.01	*Identify traits that build good character.*		7%	1%	C1	CISS	Core
4.02	*Practice strategies that build good character.*		26%	4%	C3PA	CISS	Core
5.00	**Analyze the relationship between life span experiences and personal development.**		**34%**	**5%**	**C3**	**CISCISS**	**Core**
5.01	*Explain the concept of life span development.*		7%	1%	C2	CISCISS	Core
5.02	*Examine life span experiences in various cultures and its influence on personal identity.*		27%	4%	C3	CISCISS	Core
D	**RELATIONSHIPS**		**100%**	**15%**			
6.00	**Examine family, social, and workplace relationships.**		**100%**	**15%**	**C3**	**CISCISS**	**Core**
6.01	*Identify personal qualities that contribute to positive relationships.*		13%	2%	C1	CISCISS	Core
6.02	*Explore characteristics and behaviors associated with family roles and relationships.*		13%	2%	C3	CISCISS	Core
6.03	*Explore characteristics and behaviors associated with social roles and relationships.*		13%	2%	C3	CISCISS	Core

1	2	3	4	5	6	7	8
6.04	*Explore characteristics and behaviors associated with workplace roles and relationships.*		20%	3%	C3	CISCISS	Core
6.05	*Practice techniques that improve communication.*		20%	3%	C3	CISS	Core
6.06	*Practice techniques for resolving conflicts.*		21%	3%	C3	CISS	Core
E	**PARENTING**		**100%**	**15%**			
7.00	**Analyze factors influencing the decision to become a parent.**		**53%**	**8%**	**C3**	**CISCISS**	**Core**
7.01	*Explore options for parenthood.*		27%	4%	C3	CISCISS	Core
7.02	*Compare the rewards and responsibilities of parenting.*		26%	4%	C3	CISS	Core
8.00	**Investigate the implications of parenthood on work and family.**		**47%**	**7%**	**C3**	**CISS**	**Core**
8.01	*Explore the roles of the working parent.*		20%	3%	C3	CISS	Core
8.02	*Examine issues of the working parent.*		27%	4%	C3	CISS	Core
F	**WELLNESS AND NUTRITION**		**100%**	**15%**			
9.00	**Analyze factors that contribute to wellness within the family and at work.**		**100%**	**15%**	**C3**	**CIHISS**	**Core**
9.01	*Investigate factors that promote and harm physical wellness and good nutrition.*		16%	2%	C3	CIHISS	Core
9.02	*Investigate factors that promote and harm nonphysical wellness.*		16%	2%	C3	CISS	Core
9.03	*Explore stress management techniques.*		17%	2%	C3	CIHISS	Core
9.04	*Explore crisis management techniques.*		17%	3%	C3	CIHISS	Core
9.05	*Explore services available from public and private agencies/businesses that contribute to wellness and good nutrition.*		17%	3%	C3	CIHISS	Core

1	2	3	4	5	6	7	8
9.06	*Develop a personal wellness plan.*		17%	3%	C3	CIHISS	Core
G	**RESOURCE MANAGEMENT**		**100%**	**25%**			
10.00	**Analyze resource management skills necessary to meet basic needs and wants.**		**24%**	**6%**	**C3**	**CIMISS**	**Core**
10.01	*Investigate various types of resources that are factors in resource management.*		8%	2%	C3	CISS	Core
10.02	*Compare information retrieval systems to traditional information management systems.*		8%	2%	C3	CISS	Core
10.03	*Develop a time management plan.*		8%	2%	C3	CISS	Core
11.00	**Develop resource management skills.**		**76%**	**19%**	**C3**	**CIMISS**	***Core***
11.01	*Interpret components of a paycheck and benefits associated with various sources of earned income.*		8%	2%	C2	CIMISS	Core
11.02	*Relate types of financial institutions to services provided.*		12%	3%	C2	CIMISS	Core
11.03	*Review types of insurance.*		12%	3%	C3	CIMISS	Core
11.04	*Explore investment options.*		12%	3%	C3	CIMISS	Core
11.05	*Examine the pros and cons of using credit.*		8%	2%	C3	CIMISS	Core
11.06	*Interpret legal aspects of financial responsibilites.*		8	2%	C2	C|M||SS	Core
11.07	*Develop a financial plan.*		16%	4%	C3	CIMISS	Core

LIFE MANAGEMENT
CONTENT OUTLINE

I. Work and family
   - A. Contemporary family systems
     1. Types of families
     2. Family diversity
   - B. Why families are important
     1. Roles
     2. Functions
     3. Characteristics of strong families
   - C. Why individuals work
     1. Personal responsibilities
     2. Family responsibilities
     3. Workplace responsibilities

II. Career development
   - A. Career choices
     1. Personal priorities
     2. Interest and abilities
     3. Career guidance tools
   - C. Workplace readiness standards
     1. Types and characteristics
     2. Business ethics
   - D. Job-seeking skills
     1. Career information resources
     2. Job search techniques
   - E. Career development plan
     1. Career areas
     2. Secondary courses of study
     3. Post-secondary options

III. Personal development
   - A. Influences
     1. Heredity
     2. Environment
     3. Emotions and attitudes
   - B. Character and morals
     1. Traits
     2. Development
   - C. Life span experiences
     1. Concept
     2. Cultural issues

IV. Relationships
- A. Family, social, and workplace relationships
  - 1. Personal qualities
  - 2. Characteristics and behaviors
- B. Communication techniques
- C. Conflict resolution

V. Parenting
- A. Decision to become a parent
  - 1. Options
  - 2. Rewards and responsibilities
- B. Implications for work and family decisions
  - 1. Working parent roles
  - 2. Working parent issues

VI. Wellness and nutrition
- A. Factors contributing to physical wellness
  - 1. Preventative health practices
  - 2. Avoidance of chemical substances
  - 3. Health care professionals
- B. Factors contributing to nonphysical wellness
  - 1. Characteristics of good mental health
  - 2. Stress management
  - 3. Crisis management
  - 4. Health care agencies and programs

VII. Resource management
- A. Availability
  - 1. Types
  - 2. Information retrieval
- B. Time management
  - 1. Strategies
  - 2. Tools
- C. Money management
  - 1. Earned income
  - 2 Financial institution services
  - 3. Insurances
  - 4. Investments
  - 5. Credit
  - 6. Legal options

USING THE CURRICULUM GUIDE

The focus for the Life Management course is on what students need to know and be able to do to manage future work and family responsibilities. With this premise, we must ask the following questions -- "How do we know when they know?" and "How do we know what they can do?"

The selected curriculum format and assessment model better connects teaching, learning, and assessment. Thus, a more accurate picture of student progress and learning can be documented and measured. The competency goals and objectives are broadly constructed key ideas and concepts that encourage creativity and innovation. The strategies are designed to be directly related to a theme and to be authentic. The activities require students to apply knowledge and perform tasks that represent the real world and to examine the implications achieving the desired outcome. The performance-based assessment model, Passport to Life, provides a framework for connecting the key ideas and concepts. This model provides a consistent and concrete view for knowing what students know and can do. It is critical that the course be taught in the context of work and family and their interrelationship.

CURRICULUM PAGE LAYOUT

Each curriculum page includes the following information.

- **Course**: Title of Course
- **Unit**: Title of Unit
- **Competency Goal and Competency Goal Number**: Identifies the competency statement and number based on the course blueprint.
- **Objective and Objective Number**: Identifies the desired student outcome. Each objective makes a complete statement when combined with the stem "The student will be able to ..." All objectives are in italics. The number identifies the objective according to the unit and competency as provided on the course blueprint. Note that "continued" indicates the second page of activities for an objective; the content outline is repeated on these pages.
- **Outline**: The content outline provides teachers with a base of information to use in covering each object.
- **Activities**: Activities are designed as student strategies around eight instructional activity themes. See the following Instructional Activities Development Chart for further information.

- **Behavior**: Each objective addresses a specific level. Learning levels are classified in one or more of the three domains: cognitive, psychomotor, and affective. Symbols used on the curriculum page are identified along with appropriate types of tests and test items. See the following Behaviors Chart for further information.

- **Resources**: Resources are listed by competency goal on a separate page. Each page follows the respective competency goal. Only state-adopted textbooks/resource books and FHA/HERO materials are listed.

BEHAVIORS CHART

Learning Level	Outcome Terms	Types of Tests/Test Items
Cognitive (C) Level 1 C1	Identify Recognize Describe	Single, objective-type, paper and pencil test items such as matching, short answer, listing, completion or fill-in-the-blank, identification selecting from a list, or forced choice
Level 2 C2	Translate Interpret Summarize	Short-answer questions, multiple choice items, essay using case studies, oral items, rank order, sequencing items.
Level 3 C3	Apply Explain why Analyze Synthesize Adapt Predict Evaluate	Complex multiple-choice items, essay items using case studies/scenarios, structured interviews using case studies, problem-solving items, product performance items.
Psychomotor (P)	Imitate Try or attempt Demonstrate Improvise Experiment	Performance tests to evaluate either the process, task, procedure, operation performed by the student or product created by the student. The teacher or qualified checklist during the performance test for evaluation.
Affective (A)	Show awareness Show interest in Pay attention to Follow rules or instruction Engage in Volunteer to Show pleasure or satisfaction Participate in actively Show preference for Initiate and carry out Assume responsibility	Evaluation of behavior may be reflected through student actions over an extended period of time with before and after measures; complete a rating scale or projective device; respond to a checklist; teacher's recorded observations, oral expression by the student (personal opinion, group interaction); written responses by student (diary lag, projective device, completion of rating scale).

Instructional Activities Development Chart
Life Management Curriculum Guide

In the *Life Management Curriculum Guide*, each instructional objective will have 5 or more suggested activities to help students achieve the intended outcome of the objective. These activities are written to achieve the "Instructional Activity Theme," as identified on the following chart.

Instructional Activity Theme	Description	Related Reform Category
Basic Skills	Integrates reading, writing, math, science, social studies, and the arts	✔Basic Skills (SCANS) ✔Communications (NCESAC) ✔ Using Numbers and Data (NCESAC)
Cognitive	Recalls specific course content knowledge	✔ Information (SCANS)
Critical Thinking	Thinks creatively, makes decisions, solves problems, knows how to learn, and reasons	✔Thinking Skills (SCANS) ✔Problem-Solving (NCESAC) ✔Processing Information (NCE SAC)
Cultural Diversity	Promotes awareness, understanding, and acceptance of individual cultural differences	✔Interpersonal (SCANS)
FHA/HERO	Identifies, organizes, plans, and allocates resources for participation in FHA/HERO activities, practices group interaction formally and informally	✔Personal Qualities (SCANS) ✔Resources (SCANS) ✔Interpersonal (NCESAC) ✔School-to-Work Opportunities Act (NC JobReady)
Teamwork	Participates and collaborates as a team member, teaches others, serves others, practices leadership, and negotiates	✔Interpersonal (SCANS) ✔Teamwork (NCESAC)
Technology	Works with a variety of technologies and retrieval information systems	✔Technology (SCANS) ✔Using Technology (NCESAC)
Workplace Readiness Skills	Participates in school-based activities, work-based activities, and connecting activities that develop responsibility, self-esteem, sociability, self-management, and good character	✔Personal Qualities (SCANS) ✔School-to-Work Opportunities Act (NC JobReady) ✔Character Traits (1996 Senate Bill 1139)

Key:

SCANS	Secretary's Commission on Achieving Necessary Skills
NCESAC	NC Education Standards and Accountability Commission
NC JobReady	NC School-to-Work Model

WHAT ARE SCANS?

SCANS stands for The Secretary's Commission on Achieving Necessary Skills and was initiated by the US Department of Labor. The SCANS competencies, or Workplace Know-How, define skills students need to be effective in today's workplace.

SCANS includes a three-part foundation of skills:

- Basic Skills - reading, writing, arithmetic and mathematics, speaking, and listening
- Thinking Skills - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning
- Personal Qualities - individual responsibility, self-esteem, sociability, self-management, and integrity

And five competencies:

- Resources - allocating time, money, materials, space, and staff
- Interpersonal Skills - working on teams, teaching others, serving customers, leading, negotiating, and working with people from culturally diverse backgrounds
- Information - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information
- Systems - understanding social, organization, and technological systems, monitoring and correcting performance, and designing or improving systems
- Technology - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies

WHAT IS NCESAC?

The North Carolina Education Standards and Accountability Commission was created by the General Assembly in July 1993 to ensure that "all graduates of North Carolina public schools will have mastered the skills to become productive members of the work force and succeed in life." In the Third Annual Report to the State Board of Education, the NCESAC made twelve recommendations to move North Carolina Public Schools toward more rigorous and relevant standards. Recommendation two lists the following six competency areas as those in which graduates must demonstrate proficiency.

- Communication
- Using numbers and data
- Problem solving
- Processing information
- Teamwork
- Using technology

HOW CAN SCANS AND NCESAC COMPETENCIES BE INTEGRATED INTO FAMILY AND CONSUMER SCIENCES CURRICULUM?

The integration of SCANS and NCESAC competencies focuses on **how** one teaches as opposed to **what** one teaches. The role of the teacher needs to be examined and shifted from taskmaster to facilitator. To be simply an imparter of knowledge is a role teachers cannot afford to maintain, because the future for students may prove that knowledge to be obsolete and inapplicable. Students must be taught how to learn and continue to be learners throughout their lifetimes.

A few simple changes in one's approach to the role of teaching can make a tremendous difference in bringing classrooms into the 21st century. Family and Consumer Sciences teachers already have an advantage because the curriculum is life skills. Relevancy is built into the curriculum. To integrate SCANS and NCESAC competencies into the Family and Consumer Sciences curriculum, teachers must:

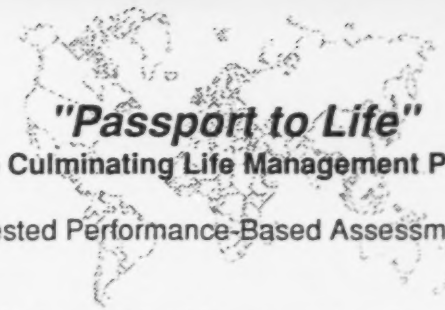
- **Make SCANS and NCESAC competencies explicit.**
  Keep SCANS and NCESAC competencies visible in the classroom through the use of posters or signs. Teach students what they are and why they are important. Identify competencies and skills being practiced in class.

- **Teach in context.**
  Make activities applicable to real-life situations. Identify the connection between what students are doing in class and how they can use it in real life. Make activities authentic.

- **Focus on problem solving versus mastery of information.**
  Start lessons with a question to be answered or a problem to be solved. Engage students in deciding how to approach the question or problem. The role of the teacher then becomes one of facilitator instead of taskmaster or imparter of knowledge. Teamwork, decision making, problem solving, and critical thinking become vital components in the learning process.

- **Develop active learners.**
  Students must become more responsible for their own learning. To accomplish this goal, teachers can offer more opportunities for students to decide how they will learn. Even though the content is prescribed in the curriculum, students can make decisions about the activities they wish to use to learn the content. Students must be involved in a continual process of self-assessment. Supplemental assessment tools that can be used include portfolios, rubrics, authentic task assessment, student checklists, journals, and other forms of self-assessment. Refer to the following two documents: (1) Lowe, Vicki and Lou Howell, *"How Do We Know They Know?" Alternative Assessments in Home Economics*. HEEA/Home Economics Association, Box 603, Gainesville, VA 22065, 1994, and (2) *Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*. Vocational Instructional Materials Laboratory, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210, 1996.

- **Use SCANS and NCESAC competencies in combination.**
  Generally, an activity that uses a combination of SCANS and NCESAC competencies will require higher order thinking skills, more decision making and problem solving, and more complex organizing systems.



"Passport to Life"

The Culminating Life Management Project

A Suggested Performance-Based Assessment Model

The "Passport to Life" project consists of four components - a research paper, a project or product, a presentation, and a portfolio. The "Passport to Life" project is an integral part of the Life Management course work.

The ***first component*** includes the preparation of a research paper by every student. Students are to select a topic that has application and implications for managing work and family and lends itself to performing a skill or producing a product. Guidelines for selecting the topic should be established by the teacher. The paper uses the acquisition of knowledge through researching, writing, interviewing, and synthesizing in conjunction with applying real work skills of time management, organization, self-discipline, persistence, and problem solving. The recommended length of the paper should be six to ten typed, double-spaced pages, with a minimum of five primary and secondary sources. An interview must be one of the primary sources.

The ***second component*** includes the preparation of a project/product that is an appropriate and logical extension of the research paper. It demonstrates the application of acquired knowledge through a reflective, physical, and/or intellectual stretch. The product or project may incorporate the experiential, performance, or experimental real-world skills of patience, responsibility, enthusiasm, time management, problem solving, practice, and independence. A minimum of fifteen hours of outside class work is recommended.

The ***third component*** includes a presentation before a panel of judges, with a recommended five to seven minute formal speech on the research paper, project or product, and personal growth. A question and answer period should follow the presentation. The panel should be composed of educators and community members with knowledge or background relevant to the project or product area. The presentation should culminate the Life Management course work.

The ***fourth component*** includes a portfolio, which consists of two parts. **Part one** includes evidence of the student's efforts, progress, and achievement over the entire time span of the course. This part of the portfolio should contain representative samples of the work, correlated to course objectives, and include such items as homework tasks, quizzes and tests, logs, written work, survey results, self-assessment tools, independent and cooperative projects, video and audio tapes of performance, observation checklists, rough drafts of assignments, and completed individual and group products. **Part two** includes the project or product components, with a resume, that is to be provided for panel perusal. This tool provides the judges and the student with a roadmap of the journey through the Life Management course and a summary of the growth that was achieved.

Steps in Facilitating the "Passport to Life" Project

1. Provide student orientation
2. Establish schedule and deadlines
3. Establish criteria for each component
4. Approve topics
5. Guide students in selecting a mentor
6. Provide instruction on research and information retrieval
7. Approve description of project/product
8. Provide instruction on public speaking
9. Schedule presentations
10. Display projects/products
11. Display project portfolios
12. Arrange for judging of presentations
13. Request evaluation of project from students, judges, community members, and mentors

Note: Frequent monitoring of progress and accomplishments should be checked and documented.

Topic Selection Guidelines

1. The topic should be of interest to the student, but not a topic in which the student is already an expert.

2. The topic should be broad enough to allow the student access to sufficient information, yet specific enough to make the research scope reasonable.

3. The topic may require cumulative knowledge across grade levels and content. An integrated topic is encouraged.

4. The topic should be challenging and require both an academic and creative s-t-r-e-t-c-h for the student.

5. Students should avoid choosing topics that might involve expenses they are unable to meet.

6. Students should avoid choosing topics that might endanger themselves or others.

7. Students should use good judgment in selecting topics that are appropriate for presentation to the judges and the general public.

8. The topic should have application and implications for life management.

9. The topic should lend itself to relevant community service.

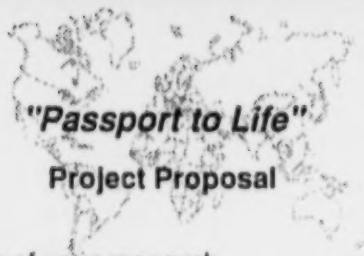
10. The topic should be future focused and be relevant to the student's first five years after high school.

11. The topic should be appropriate for use as part of a state or national FHA/HERO project or competitive event.

Portfolio Part Two Contents

Part two of the portfolio is an introduction to the presentation and product/project that will be delivered to a panel of judges. The portfolio content, monitoring process, and deadlines should be outlined by the teacher during the initial stages of the "Passport for Life" project. Listed below are suggested contents.

1. Current resume
2. Project proposal
3. Project approval
4. Mentor log
5. Project log
6. Research paper
7. Journal entries
8. Description of the project/product
9. Written acknowledgment to those who helped in the student's learning journey, such as a thank-you note
10. Photographs that document the student's work over the span of the project
11. Appropriate items beyond those required that the student deems important to illustrate his/her progress



"Passport to Life"

Project Proposal

1. Briefly describe the topic of your research.

2. Why did you choose this topic?

3. Have you had any previous experience(s) related to this topic? If so, what were they?

4. What do you hope to gain from your research investigation?

5. Describe the community service activities that will be a part of this project.

6. How do you plan to dovetail your project with FHA/HERO?

7. How do you plan to demonstrate your topic through a project/product?

Student Signature _____ Date Submitted _____

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"Passport to Life"

Project Approval

Student _____

Check one:

_____ I have discussed this project with the student and find it is ACCEPTABLE.
_____ I have discussed this project with the student and find it is UNACCEPTABLE.

Comments, suggestions, or concerns:

Parents' Signature(s) _____ Date _____

_____ Date _____

Check one:

_____ I have discussed this project with the student and find it is ACCEPTABLE.
_____ I have discussed this project with the student and find it is UNACCEPTABLE.

Comments, suggestions, or concerns:

Mentor's Signature _____ Date _____

Check one:

_____ I have discussed this project with the student and find it is ACCEPTABLE.
_____ I have discussed this project with the student and find it is UNACCEPTABLE.

Comments, suggestions, or concerns:

Teacher's Signature _____ Date _____

"Passport to Life"

Mentor Log

Student _____

Topic _____

Mentor _____

Date	Purpose of Interaction	Recommendation	Initials

"Passport to Life"

Project Log

Student _____ Topic _____

Date	Time Spent	Description of What I Did	Resources Used	Next Step in Plan

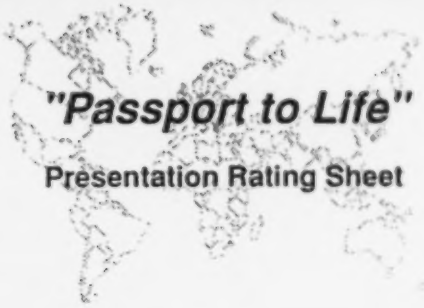
"Passport to Life"

Portfolio Part 2 Checklist

Student _____ **Teacher** _____ **Year** _____

Dates to Check Portfolio Items	✔	Items to Place in Portfolio

Comments



"Passport to Life"

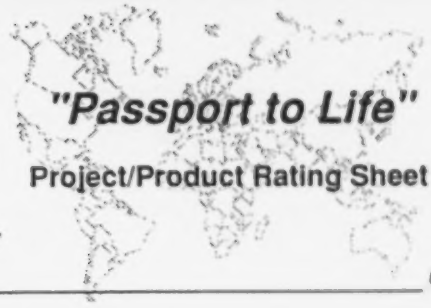
Presentation Rating Sheet

Student _____ **Consensus Score**_____

SCALE:

Above Mastery (4)	**Outstanding evidence of the criteria**
Mastery (3)	**Substantial evidence of the criteria, but minor flaws may be present**
Partial Mastery (2)	**Some evidence of the criteria, but flaws exist**
Non-Mastery (1)	**Little or no evidence of the criteria**

PERFORMANCE CRITERIA	4	3	2	1
Area 1: Effective Communicator				
• The student's communication skills are clearly and effectively demonstrated in a well-organized, creative manner.				
• The student exhibits poise and gestures to emphasize meaning.				
• The student uses expressions and a level of language appropriate to the audience and situation.				
Area 2: Project Description/Explanation				
• The student's description of the product demonstrates knowledge mastery from the paper.				
• The presentation includes a clear statement of the project purpose and provides specific supporting details and evidence of preparation and practice with a satisfying conclusion.				
• There is evidence that the student has evaluated his/her own skills and work on the project.				
Area 3: Extemporaneous Responses				
• The student shows strong understanding and insight of his/her project by confidently and accurately responding to questions and comments.				



"Passport to Life"

Project/Product Rating Sheet

Student _____ **Consensus Score** _____

SCALE:

Above Mastery (4)	**Outstanding evidence of the criteria**
Mastery (3)	**Substantial evidence of the criteria, but minor flaws may be present**
Partial Mastery (2)	**Some evidence of the criteria, but flaws exist**
Non-Mastery (1)	**Little or no evidence of the criteria**

PERFORMANCE CRITERIA	4	3	2	1
Area 1: Self-directed Learner				
• The product is a demonstration of knowledge mastery from the paper.				
• There is evidence of the steps required to develop and complete the final product.				
• There is evidence of ____ (#) or more hours of outside class work.				
Area 2: Knowledge Application				
• The product is an appropriate outgrowth or extension of the research-based topic.				
• The product shows evidence of problem solving and demonstrates that the student can synthesize and apply knowledge through research.				
Area 3: Quality of Product				
• The product is a demonstration of creativity and completeness.				
• The product reflects care and attention to detail.				
• The product shows effort and personal growth.				

"Passport to Life"

Research Paper Rating Sheet

Student _____ **Consensus Score** _____

SCALE:

Above Mastery (4)	**Outstanding evidence of the criteria**
Mastery (3)	**Substantial evidence of the criteria, but minor flaws may be present**
Partial Mastery (2)	**Some evidence of the criteria, but flaws exist**
Non-Mastery (1)	**Little or no evidence of the criteria**

PERFORMANCE CRITERIA	4	3	2	1
Area 1: Ideas and Content				
• The paper has a well-developed introductory paragraph and thesis that the writer proves, or disproves, through sophisticated research evidence and effective elaboration.				
• There are supporting paragraphs that are thoroughly developed with supplementary material that supports and illustrates the writer's point of view.				
• The writing is clear, focused, and interesting with details that are carefully selected to provide strong, accurate support.				
• There is evidence of a clear purpose that controls the paper throughout.				
• The paper contains an insightful conclusion.				
Area 2: Organization				
• The organization of the paper is logical.				
• The paper has a beginning that captures the reader's interest, and the ending is natural and satisfying.				
• The structure is obvious, with transitions that are smooth and effective in sentences, paragraphs, and ideas.				
Area 3: Style: Word Choice/Fluency/Voice				
• The vocabulary is varied and natural.				
• The sentence length and structure is varied.				
• The words draw clear images.				
• The paper reflects a strong sense of voice well suited to the audience.				
Area 4: Conventions and Research/Documentation				
• The writer of the paper demonstrates a grasp of standard writing conventions (e.g., grammar, capitalization, punctuation, proper pronoun/antecedent, subject/verb agreement, spelling, paragraphing) and uses conventions effectively to enhance readability.				
• The paper has proper documentation of sources (at least five) and uses established documentation guidelines.				
• There is appropriate and accurate citation of quotes and paraphrases.				

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Work and Family

COURSE: LIFE MANAGEMENT **UNIT:** WORK AND FAMILY

COMPETENCY: 1.00 C3 **Evaluate work and family issues.**

OBJECTIVE: 1.01 C1 ***Describe the contemporary family system as a foundation to society.***

CONTENT OUTLINE	ACTIVITIES
A. Contemporary Family System *1. Two-parent* *2. Single-parent* *3. Blended* *4. Childless* *5. Extended* *6. Cohabitation* *7. Communal* *8. Dual-worker* *9. Families with part-time workers* *10. Families with full-time homemakers* *11. Foster* *12. Adoptive* *13. Boomerang* *14. Sandwich* *B. Family Diversity* *1. Multiple roles* *2. Cultural heritage* *3. Traditions*	• Basic Skills Write a report about your family or a family you know and identify the type. Present the report orally to the class. • Cognitive Write a comprehensive description of a simulated family in terms of system, number of members, age, sex, race, cultures, work, income, housing, education, interests, goals, etc. • Cultural Diversity Listen to a foreign exchange student describe family life in his/her home country. Collect and bring to class items representing a particular culture. Use the items to create a public relations display about "Families Around the World." • FHA/HERO Videotape oral presentations and displays/products on the definition of family. Put video clips together with music to use at a FHA/HERO meeting, during a public relations campaign, for a community service project, or as a part of a competitive event. • Teamwork Interview classmates to clarify what constitutes a family. Develop a class definition of "family." Develop a display or product to market the concept of "family " at a parent-teacher organization meeting. • Technology Utilize an information retrieval system to locate an article about trends or statistics related to work and family. Read and report to class.

COURSE: LIFE MANAGEMENT **UNIT:** WORK AND FAMILY

COMPETENCY: 1.00 C3 **Evaluate work and family issues.**

OBJECTIVE: 1.02 C2 ***Summarize why families are important.***

CONTENT OUTLINE	ACTIVITIES
A. Roles *1. Given* *2. Chosen* *B. Characteristics of Strong Families* *1. Supportive* *2. Trusting* *3. Committed* *4. Communicative* *5. Respectful* *6. Caring* *7. Nurturing* *C. Functions of Families* *1. Basic needs* *2. Socialization* *3. Emotional needs* *4. Self-actualization* *5. Values taught* *6. Cultural preservation* *7. Religion*	• Basic Skills Investigate the need for men to be involved in home responsibilities by interviewing three or more men about their roles and responsibilities in their family. Summarize the findings. Write a three-sentence description of a family situation or interaction illustrating each of the characteristics of strong families. Discuss in class. • Cognitive List and describe your present role within your family and the responsibilities that accompany each role. Which roles are given and which are chosen? How do you wish they were different? • Cultural Diversity Discuss the ways that personal values, cultural heritage, family traditions, and family roles make your family unique. Invite people from the community to share items and information about their cultural heritage. • FHA/HERO Using the "Families First" national project, develop a year-long plan for participation. • Technology Conduct a large group discussion of how technology has impacted the structure and functions of families. Identify the positive and negative impact on family roles.

COURSE: LIFE MANAGEMENT **UNIT:** WORK AND FAMILY

COMPETENCY: 1.00 C3 **Evaluate work and family issues.**

OBJECTIVE: 1.03 C2 ***Summarize why individuals work.***

CONTENT OUTLINE	ACTIVITIES
A. Personal Responsibilities *1. Self-expression* *2. Personal growth* *3. Interaction with others* *B. Family Responsibilities* *1. Basic needs* *2. Goals* *3. Self-actualization* *C. Workplace Responsibilities* *1. Employer loyalty* *2. Personal integrity* *3. Quality work* *4. Ethics*	• Basic Skills List each person in your family and what kind of work he/she does. List six reasons why each of these people work. Rank these reasons in what you believe to be the order of importance. Ask each family member to list six reasons why he/she works and to rank them in order of importance. How are the two rankings different? Why? • Cognitive Discuss the importance of personal growth in your career. • Critical Thinking Collect pictures or articles that show men and women in nontraditional roles within work and family. In small groups. suggest nontraditional work and family responsibilities that people may have. Create a story about one person titled, "A Day as a (career title)." • Teamwork Create a storyboard on why individuals work. • Workplace Readiness Skills Listen to a guest speaker from an employment agency discuss work responsibilities. Discuss the meaning of employer loyalty. Give examples of workers showing loyalty. How has this changed through this century and why? Using your selected or intended profession, explain how you will satisfy your needs for self-expression, personal growth, and interaction with others.

COURSE: LIFE MANAGEMENT **UNIT:** WORK AND FAMILY

COMPETENCY: 1.00 C3 **Evaluate work and family issues.**

OBJECTIVE: 1.04 C3 ***Develop strategies for managing work and family.***

CONTENT OUTLINE	ACTIVITIES
A. Management of Work and Family Demands *1. Roles of a worker* *2. Roles of a family member* *3. Parenthood* *4. Leisure/family time* *5. Work-sponsored programs and benefits* *a. Family and Medical Leave Act* *b. Employer-sponsored child care* *c. Flexible work schedules* *d. Employee assistance programs* *e. Home-based work* *f. Telecommunication* *B. Management Strategies* *1. Planning and problem-solving* *a. Identify concerns* *b. Set your goals* *c. Form a plan* *d. Act* *e. Follow up* *2. Time management* *3. Decision making* *4. Creative thinking*	• Basic Skills Write a one-page paper about how flexibility helps a person cope with unexpected or emergency conflicts between work and family. Use examples to support your idea. • Cognitive List your present roles within your family and the responsibilities that go with each role. • Critical Thinking List family responsibilities and work responsibilities. Role-play situations with parents trying to balance these responsibilities. Identify two personal decisions made in the past week. Which decisions were made independently and which were made with adults? How did adults influence the final decision? How can you improve your decision-making skills? Suppose you inherited $250,000. Decide how this money could improve your lifestyle and the world. Share these decisions with classmates. • FHA/HERO In small groups, use the FHA planning process to select, plan, and implement a worthwhile community service project. Design a T-shirt using a family theme. Conduct a school sale. Donate the money earned to a charitable organization such as Habitat for Humanity. Participate in the "Entrepreneurship" competitive event.

COURSE: LIFE MANAGEMENT **UNIT:** WORK AND FAMILY

COMPETENCY: 1.00 C3 **Evaluate work and family issues.**

OBJECTIVE: 1.04 C3 ***Develop strategies for managing work and family. (Continued)***

CONTENT OUTLINE	ACTIVITIES
A. Management of Work and Family Demands *1. Roles of a worker* *2. Roles of a family member* *3. Parenthood* *4. Leisure/family time* *5. Work-sponsored programs and benefits* *a. Family and Medical Leave Act* *b. Employer-sponsored child care* *c. Flexible work schedules* *d. Employee assistance programs* *e. Home-based work* *f. Telecommunication* *B. Management Strategies* *1. Planning and problem solving* *a. Identify concerns* *b. Set your goals* *c. Form a plan* *d. Act* *e. Follow up* *2. Time management* *3. Decision-making* *4. Creative thinking*	• Teamwork Play the Decision- Making Game (Contemporary Living, Student Activity Guide, p. 40-41). Use small groups to create and conduct a survey about balancing work and family. Write and present results to class. • Technology Read brochures and/or visit a computer store. Using the decision-making process, choose a computer to meet your needs during the five years after high school. • Workplace Readiness Skills In teams, research and evaluate the personnel policies of three companies. How "family friendly" are their policies? How could these policies be improved? Present findings to the class.

UNIT A: **WORK AND FAMILY**

COMPETENCY 1.00 **Evaluate work and family issues.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Goodheart-Willcox Company, Inc., 62-67, 351-368, 472-489.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 18-39, 50-56, 72-78, 87-90, 187-191, 195-209.

State-Adopted Textbook Resources

Contemporary Living - Student Activity Guide, 21, 114, 137-138.

Contemporary Living - Teacher's Resource Binder, 57-62, 229-237, 291-300.

Families Today - ABC News Interactive Bar Code Correlation, 9-11, 27-28.

Families Today - Balancing Work and Family, 5-7, 13 -14.

Families Today - Building Academic Skills, 5-7, 10, 19.

Families Today - Color Transparencies, 2, 3, 4

Families Today - Cooperative Learning, 23-24, 26-27.

Families Today - Enrichment Activities, 6, 14.

Families Today - Exploring Relationships, 5-10.

Families Today - Extending the Text, 5.

Families Today - Reteaching Activities, 8-11, 13-14, 16, 18, 30-31

Families Today - Student Workbook, 10 -12, 18, 22, 50, 53.

Supplemental Resources

Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

Future Homemakers of America. (1996). STAR events manual. Reston, VA: Author.

North Carolina FHA/HERO. (1995). Learn, live, lead. Raleigh: NC Department of Public Instruction.

North Carolina FHA/HERO. (1997). NC-FHA/HERO competitive events manual. Raleigh: NC Department of Public Instruction.

Career Development

COURSE: LIFE MANAGEMENT **UNIT:** CAREER DEVELOPMENT

COMPETENCY: 2.00 C3 **Demonstrate career development techniques.**

OBJECTIVE: 2.01 C3 ***Compare the relationship between career choices and personal priorities, interests, and abilities.***

CONTENT OUTLINE	ACTIVITIES
A. Personal Priorities *1. Goals* *2. Lifestyles* *3. Geography* *4. Family roles* *5. Worker roles* *6. Travel* *7. Personality* *8. Values/standards/morals* *B. Interests and Abilities* *1. Skills* *2. Aptitudes* *3. Knowledge* *4. Experience* *5. Career stereotypes* *6. Nontraditional careers* *C. Career Guidance Tools* *1. Job inventories* *2. Internet* *3. Trade unions* *4. Professional organizations*	• Basic Skills Picture what you will be like in five years and then in ten years. List words describing your physical appearance, personality, talents and skills, work, and relationships. Then determine how your projected future images are different from your image of yourself today. • Cognitive Complete an interest survey to determine your main interests and discuss the results. • Critical Thinking Compose an essay describing your future lifestyle and occupation. Justify choices according to priorities, interests, and abilities. Choose two personal priorities that will influence your career choice. Explain why. • Technology Use career computer software to determine your main interests. • Workplace Readiness Skills Interview three people about your career choices. Determine why you chose these careers and how the careers are related to your priorities, interests, and abilities. Describe three nontraditional careers. How does a person's interests and abilities impact his/her decision to choose each of these careers? Use examples as part of you explanation. Would you be interested in any of these nontraditional careers? Why or why not?

COURSE: LIFE MANAGEMENT **UNIT:** CAREER DEVELOPMENT

COMPETENCY: 2.00 C3 **Demonstrate career development techniques.**

OBJECTIVE: 2.02 C3 ***Compare workplace readiness standards.***

CONTENT OUTLINE	ACTIVITIES
A. Workplace Standards *1. Attitude* *2. Basic skills* *3. Ability* *4. Appearance* *5. Communication skills* *6. Problem-solving skills* *7. Creative thinking skills* *8. Work habits* *a. Dependability* *b. Punctuality* *c. Flexibility* *d. Honesty* *e. Good judgement* *f. Accuracy* *g. Responsibility* *h. Self-esteem* *i. Sociability* *j. Integrity* *k. Courage* *l. Kindness* *m. Perseverance* *9. Teamwork* *10. Leadership skills* *11. Personal management skills* *B. Business Ethics* *1. Etiquette* *2. Ethical conduct* *3. Professionalism*	• Cognitive Write your own definition of work ethics and explain. • Critical Thinking Discuss the importance of appearance at work. What does appearance include? How does a person determine what appearance is appropriate for various work settings? • FHA/HERO Role-play appropriate social behavior at a business luncheon or reception, when greeting/leaving a business associate, when inviting a client to lunch, etc. • Teamwork In small groups, brainstorm examples of good work ethics and poor work ethics. Brainstorm to produce a list of good work habits. Compare your list to the content outline list. • Workplace Readiness Skills Define constructive criticism and explain its benefits. Give examples of constructive criticism you have received from a supervisor or another person of authority. Observe the courtesy of workers in local businesses for a week. How did the workers show courtesy? How did coworkers or customers react to them? How did being courteous contribute to the worker's positive attitude?

COURSE: LIFE MANAGEMENT **UNIT:** CAREER DEVELOPMENT

COMPETENCY: 2.00 C3 **Demonstrate career development techniques.**

OBJECTIVE: 2.03 C3P ***Demonstrate job seeking skills.***

CONTENT OUTLINE	ACTIVITIES
A. Resources for Career Information *1. Employment agencies* *2. Classified ads* *3. Personal contacts* *4. Placement office* *5. Military* *6. Internet* *B. Job Search Techniques* *1. Portfolio* *2. Job application* *3. Resume* *4. Letter of application* *5. Interview techniques* *6. Follow-up letter*	• Basic Skills Complete a job application. Complete a follow-up letter. • Cognitive Discuss why first impressions are important. • Critical Thinking Using pictures of people seeking specific jobs, evaluate whether or not their attire is appropriate for an interview. • FHA/HERO Participate in the "Job Interview" competitive event. • Teamwork In teams of two, practice answering interview questions. Complete mock interviews. Videotape the interviews, then use a scoring rubrics to evaluate the interviews. • Technology Select three career areas based on your interests, priorities, and abilities. Use computer software and the Internet to research information about each area. Choose one career area to study and evaluate throughout the school year. Using a word processing program, write a letter of application for the career position of your choice. Use computer software to customize your resume. • Workplace Readiness Skills Research and write a paper on the career of your choice.

COURSE: LIFE MANAGEMENT **UNIT:** CAREER DEVELOPMENT

COMPETENCY: 2.00 C3 **Demonstrate career development techniques.**

OBJECTIVE: 2.04 C3 ***Develop a career plan.***

CONTENT OUTLINE	ACTIVITIES
A. Career Areas *1. FACS Areas* *a. Apparel Design* *b. Community and Family Services* *c. Culinary Arts and Hospitality* *d. Early Childhood Education* *e. Food Science, Dietetics, and Nutrition* *f. Interior Design* *2. Other Workforce Development career areas* *B. Secondary Courses of Study* *1. Academic courses* *2. Workforce Development courses* *3. Enhancement courses* *C. Post-secondary Options* *1. School-to-work* *2. Apprenticeship* *3. Community college* *4. Technical and proprietorship* *5. College/university*	• Basic Skills Complete a career development plan. • Cognitive Discus the FACS career areas. Identify career options in each. Investigate the School-to-Work program in your area. How can it benefit you and your classmates? Report information about this program to the class. • Critical Thinking Using the guidance department, evaluate college programs in your area of interest and schedule a campus visit. Write to three colleges or universities that have a program of interest to you. Request information about that program. Develop a chart to compare the course of study at each school. How are they similar? How are they different? Which meets your needs and expectations better? Why? • Technology Using an information retrieval system, identify a post-secondary option for a career in each FACS area. • Workplace Readiness Skills Complete a job shadowing experience in the area of your interest. Present the findings to the class.

UNIT B: **CAREER DEVELOPMENT**

COMPETENCY 2.00 **Demonstrate career development techniques.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Goodheart-Willcox Company, Inc., 137-159.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 516-533.

State-Adopted Textbook Resources

Contemporary Living - Student Activity Guide, 43-47.

Contemporary Living - Teacher's Resource Binder, 99-107.

Families Today - ABC News Interactive Bar Code Correlation, 101.

Families Today - Balancing Work and Family, 36, 61-62.

Families Today - Color Transparencies, 47.

Families Today - Exploring Relationships, 37.

Families Today - Extending the Text, 37.

Families Today - Reteaching Activities, 74-75.

Families Today - Student Workbook, 164-166.

Supplemental Resources

Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

Future Homemakers of America. (1996). STAR events manual. Reston, VA: Author.

North Carolina FHA/HERO. (1995). Learn, live, lead. Raleigh: NC Department of Public Instruction.

North Carolina FHA/HERO. (1997). NC-FHA/HERO competitive events manual. Raleigh: NC Department of Public Instruction.

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Personal Development

COURSE:	LIFE MANAGEMENT	UNIT:	PERSONAL DEVELOPMENT
COMPETENCY:	3.00	C2	**Interpret the impact of heredity, environment, emotions, and attitudes on personal development.**
OBJECTIVE:	3.01	C2	***Discuss the influence of heredity on personal development.***

CONTENT OUTLINE	ACTIVITIES
A. Developmental Theories *1. Maslow* *2. Piaget* *B. Hereditary Influences* *1. Physical characteristics and traits* *2. Physical disabilities* *3. Intelligence*	• Basic Skills Write a two-page paper on meeting your needs using Maslow's Pyramid. • Cognitive Give examples of needs at each level of Maslow's Pyramid of Basic Needs. Identify Piaget's stages of development. • Critical Thinking In small groups, create a skit that demonstrates the impact of heredity on the development of an individual. Videotape and present to class. Follow with group discussion. • Teamwork Research and present findings to class on Maslow and Piaget. Before the group activity begins, make a list of your personal qualities. Tape a piece of paper to your back. Walk around the room and write on each student's back one quality that describes that specific person. Each person concludes with a list of qualities that other people see in him/her. Compare the list on your back with the list you made before the group activity. Discuss how a person's self-concept is influenced by others.

COURSE: LIFE MANAGEMENT **UNIT:** PERSONAL DEVELOPMENT

COMPETENCY: 3.00 C2 **Interpret the impact of heredity, environment, emotions, and attitudes on personal development.**

OBJECTIVE: 3.02 C2 ***Discuss the influence of environment on personal development.***

CONTENT OUTLINE	ACTIVITIES
A. Environmental Influences *1. Personality* *2. Peers* *3. Education* *4. Interests* *5. Religion* *6. Nurture/socialization* *7. Culture* *8. Economics*	• Basic Skills Write down the things in your environment that you believe have had an effect on your personal development. Prioritize them with number one being the most influential. Compare your list with another student's list. How are they different and alike? Why? • Cognitive Prepare a collage that illustrates how your environment has influenced your growth and development. Ask your parent(s) to make comments about the collage. Make notes about their comments. Do you agree with these comments? Why or why not? • Cultural Diversity Research religions in other cultures. What effect does religion have on personal development? Do different religions have greatly different effects on individuals or communities? If so, give some specific examples. Invite people from the community or students' families to share items that reflect their cultural heritage such as food, music, or clothing. What effects did these have on personal development? • Teamwork List two qualities that make you unique. Do not include your name. Put the list in a box. Choose a list from the box that belongs to a classmate. Guess who it describes. Discuss how everyone has a unique personality. In small groups, create a skit that demonstrates the impact of environmental influences on the development of an individual. Videotape and present to class. Follow with group discussion.

COURSE:	LIFE MANAGEMENT	UNIT:	PERSONAL DEVELOPMENT
COMPETENCY:	3.00	C2	**Interpret the impact of heredity, environment, emotions, and attitudes on personal development.**
OBJECTIVE:	3.03	C2	***Discuss the influence of emotions and attitudes on personal development.***

CONTENT OUTLINE	ACTIVITIES
A. Developmental Theories *1. Kohlberg* *B. Emotional Influences* *1. Defense mechanisms* *a. Direct attack* *b. Compensation* *c. Rationalization* *d. Projection* *e. Displacement* *f. Conversion* *g. Regression* *h. Idealization* *i. Daydreaming* *j. Giving up* *2. Personal response patterns* *a. Anger* *b. Fear* *c. Depression* *d. Introvert/extrovert* *e. Prejudice* *3. Emotional stability* *C. Attitudes* *1. Work* *2. Family*	• Basic Skills Keep a journal of your feelings and attitudes. Include a description of the events that influenced your feelings and attitudes. Evaluate your journal at the end of this unit. • Cognitive Research and present to class findings on Kohlberg. • Critical Thinking Select and evaluate a children's story, nursery rhyme, or song that illustrates stereotypical male or female characters. Observe the people you interact with for a day or more. Note any defense mechanisms they use. What were they reacting to? What response did they get? Why? Watch a portion of a video selected by your teacher. Make notes of the personal response pattern(s) you see. Compare your list with others in the class. Discuss why your lists may be different. • Teamwork In small groups, select articles or pictures from publications illustrating or describing attitudes affecting behavior. Explain your selections to the class. Use the story Cinderella to evaluate the influence of positive and negative attitudes and emotions on the main characters. Specifically evaluate Cinderella, the stepsisters, and the prince.

UNIT C: **PERSONAL DEVELOPMENT**

COMPETENCY 3.00 **Interpret the impact of heredity, environment, emotions, and attitudes on personal development.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Goodheart-Willcox Company, Inc., 20, 42-57, 90-110.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 44-45, 157, 402.

State-Adopted Textbook Resources

Contemporary Living - Student Activity Guide, 17-20.

Contemporary Living - Teacher's Resource Binder, 45-52, 69-73, 75-79.

Families Today - Reteaching Activities, 12.

Supplemental Resources

Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

Future Homemakers of America. (1996). STAR events manual. Reston, VA: Author.

North Carolina FHA/HERO. (1995). Learn, live, lead. Raleigh: NC Department of Public Instruction.

North Carolina FHA/HERO. (1997). NC-FHA/HERO competitive events manual. Raleigh: NC Department of Public Instruction.

COURSE: LIFE MANAGEMENT **UNIT:** PERSONAL DEVELOPMENT

COMPETENCY: 4.00 C3P **Exhibit good character.**

OBJECTIVE: 4.01 C1 ***Identify traits that build good character.***

CONTENT OUTLINE	ACTIVITIES
A. Morality *1. Moral development* *2. Moral reasoning* *3. Code of ethics* *4. Maturity traits* *5. Philosophy of life* *B. Character Traits* *1. Responsibility* *2. Respect* *3. Citizenship* *4. Fairness* *5. Caring* *6. Self-discipline* *7. Trustworthiness* *8. Integrity*	• Basic Skills Write a "personal ad" describing your character to someone you've never met. Listen to a guest speaker involved in county or state government discuss the importance of voting. Write a paragraph about the responsibility and right to vote. • Cognitive Complete the following phrases: • I believe the most important character trait is ... • As a citizen, I believe it is important to ... • I like my school because ... • I believe my character is strong because ... • My friend's strong character trait is ... Write the following quote from Thomas Jefferson on the chalkboard: "A tour of duty in whatever line he can be most useful to his country is due from every individual." Discuss how a "tour of duty"--a phrase usually reserved for the military--can be applied to all citizens, regardless of age. List how students can serve a caring "tour of duty" at home, in school, in the community, and in the nation and the world. List your own personal character traits. If you believe this is a good trait, put a "+" sign after it. If you believe it is a trait that needs improvement, put a "-" sign after it. Which list is longer? How do you feel about the results?

COURSE: LIFE MANAGEMENT **UNIT:** PERSONAL DEVELOPMENT

COMPETENCY: 4.00 C3P **Exhibit good character.**

OBJECTIVE: 4.01 C1 ***Identify traits that build good character. (Continued)***

CONTENT OUTLINE	ACTIVITIES
A. Morality *1. Moral development* *2. Moral reasoning* *3. Code of ethics* *4. Maturity traits* *5. Philosophy of life* *B. Character Traits* *1. Responsibility* *2. Respect* *3. Citizenship* *4. Fairness* *5. Caring* *6. Self-discipline* *7. Trustworthiness* *8. Integrity*	• Teamwork Discuss which character traits are essential for a successful and happy life. Develop a "passport to life" illustrating these traits. Use the passport as a visual aid to present your ideas to the class. Read the Preamble to the Constitution of the United States to the class. Distribute copies of the Bill of Rights. Divide the class into six groups. Assign each group one of these six amendments to the Constitution. Have the group members read and discuss that amendment and answer the following questions: ◦ Why was this amendment necessary? ◦ What right does it guarantee? To whom? ◦ What responsibilities go with this right? ◦ How does this amendment affect your lives today? ◦ How does this amendment help to make our nation a more caring place?

COURSE: LIFE MANAGEMENT **UNIT:** PERSONAL DEVELOPMENT

COMPETENCY: 4.00 C3P **Exhibit good character.**

OBJECTIVE: 4.02 C3P ***Practice strategies that build good character.***

CONTENT OUTLINE	ACTIVITIES
A. Strategies *1. Individual action* *a. Family* *b. School* *c. Community* *d. Work* *2. Group action* *a. Family* *b. School* *c. Community* *d. Work* *B. Benefits*	• Basic Skills Keep a journal of your own caring acts. Record the specific act and the effect it had on others. Analyze the effect it had on you. Design a "trip ticket to life" listing caring gestures you would like to continue. Brainstorm a list specific of populations within the community that are in need. Research the names and addresses of organizations that help these populations. Volunteer your time with one or more of these agencies. Keep a journal of your experiences. • Cognitive Draw a large heart on the chalkboard or bulletin board. Label it "Habits of the Heart." Discuss the picture's relationship to character. Discuss how these habits put character traits into action. Stress that everyone has something to give regardless of age, sex, handicaps, economic status, etc. On the heart that was drawn, write the following quote from Martin Luther King, Jr., emphasizing that the quote applies to each of us: "Everyone can be great, because everyone can serve." • FHA/HERO Participate in the "FACTS" national project. Participate in the "Community Service" national project. Participate in the "Chapter Service Project" or the "Chapter Showcase" competitive event.

COURSE: LIFE MANAGEMENT **UNIT:** PERSONAL DEVELOPMENT

COMPETENCY: 4.00 C3P **Exhibit good character.**

OBJECTIVE: 4.02 C3P ***Practice strategies that build good character. (Continued)***

CONTENT OUTLINE	ACTIVITIES
A. Strategies *1. Individual action* *a. Family* *b. School* *c. Community* *d. Work* *2. Group action* *a. Family* *b. School* *c. Community* *d. Work* *B. Benefits*	• Teamwork Write what you believe to be the most important character trait on a paper and attach to the side of a wooden or cardboard block. With your team, try to build these blocks into the tallest structure you can design. What happens if one or more blocks are removed from the structure? How does this correspond to a person's character? Give a group presentation to the class. In small groups, develop a board game called "Service Station." In the game, an uninvolved teen sets out in a small car on a trip to a land called Involvement--the finishing point of the game. ◦ Along the way, he/she stops at "service stations"--places to"fill 'er up" and learn valuable character lessons. ◦ Advance players when they perform acts of caring or good character. ◦ Miss a turn or move backwards when they show lack of character or turn down opportunities to do service. There may be variations, but all games should include references to public servants, business people, and teens who offer services in caring ways. ◦ All games should include written directions and game goals. • Workplace Readiness Skills Write and perform skits illustrating poor character in the workplace. Show how the situation could be handled differently illustrating good character. Discuss which situation would have better results.

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UNIT C: **PERSONAL DEVELOPMENT**

COMPETENCY 4.00 **Exhibit good character.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Goodheart-Willcox Company, Inc., 30-39.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 291-297, 419-437.

State-Adopted Textbook Resources

Contemporary Living - Student Activity Guide, 16.

Contemporary Living - Teacher's Resource Binder, 35-36.

Families Today - ABC News Interactive Bar Code Correlation, 71-75.

Families Today - Balancing Work and Family, 29-31.

Families Today - Building Academic Skills, 39, 42-44.

Families Today - Color Transparencies, 30, 39-42.

Families Today - Cooperative Learning, 41, 50-51.

Families Today - Enrichment Activities, 20, 29-30.

Families Today - Exploring Relationships, 49-52.

Families Today - Extending the Text, 31-32.

Families Today - Reteaching Activities, 45, 60-63.

Families Today - Student Workbook, 82, 129-130, 134-136.

Supplemental Resources

Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

Future Homemakers of America. (1996). STAR events manual. Reston, VA: Author.

North Carolina FHA/HERO. (1995). Learn, live, lead. Raleigh: NC Department of Public Instruction.

North Carolina FHA/HERO. (1997). NC-FHA/HERO competitive events manual. Raleigh: NC Department of Public Instruction.

COURSE:	**LIFE MANAGEMENT**	**UNIT:**	**PERSONAL DEVELOPMENT**
COMPETENCY:	**5.00**	**C3**	**Analyze the relationship between life span experiences and personal development.**
OBJECTIVE:	**5.01**	**C2**	***Explain the concept of life span development.***

CONTENT OUTLINE	ACTIVITIES
A. Developmental Theories *1. Erikson* *a. Infancy* *b. Toddler* *c. Preschool* *d. School-age* *e. Adolescence* *f. Young adulthood* *g. Middle life* *h. Late life* *B. Life Span Development* *1. Physical* *2. Mental* *3. Emotional* *4. Social* *5. Moral* *C. Life Tasks* *1. Skills* *2. Habits* *3. Knowledge* *4. Attitudes*	• Basic Skills Write a personal essay about the various stages of life span development that your present family is experiencing. Choose one stage in Erikson's developmental theory. Write a two-page paper about this stage. Report to the class. Evaluate your progress toward the life task of adolescence. Correlate life span development with life tasks. How do they relate to one another? Give several examples and share with the class. List each of Erikson's developmental stages on a piece of paper. Next to each, write an example of life's tasks that might occur in these developmental stages. • Cognitive Identify your stage of development. Discuss problems unique to this stage. • Teamwork Brainstorm examples of skills, habits, knowledge, and attitudes that develop in each stage of life. Use the stages in Erikson's developmental theory. Report to the class. • Technology Watch several television programs that depict different stages of life span development. Write a summary of various family responsibilities in each stage as viewed in the TV program.

COURSE: LIFE MANAGEMENT **UNIT:** PERSONAL DEVELOPMENT

COMPETENCY: 5.00 C3 **Analyze the relationship between life span experiences and personal development.**

OBJECTIVE: 5.02 C3 ***Examine life span experiences in various cultures and its influence on personal identity.***

CONTENT OUTLINE	ACTIVITIES
A. Cultural Issues *1. Family structure* *2. Relationships/marriage* *3. Parenthood* *4. Communication/language* *5. Traditions* *6. Education/work*	• Basic Skills Write a two-page essay on the topic, "When people immigrate to the United States, are people here tolerant of the customs of the native country? Why or why not? " • Cognitive Discuss how heritage, background, values, roles, and traditions make your family unique. Discuss how your family is similar to others. • Critical Thinking Select two cultures. Compare and contrast the cultural issues of family structure, relationships/marriage, parenthood, and traditions. Talk with an older member of your family or another adult about his/her family structure during his/her youth. How is this different from your family structure? Compare and contrast the two structures in a short paper. Share with the class. • Cultural Diversity Research and write a two-page paper about the family structure in Native American families. Discuss how the elderly are treated in this culture. • Teamwork In small groups, research family structure in various cultures. Report findings to class.

UNIT C: **PERSONAL DEVELOPMENT**

COMPETENCY 5.00 **Analyze the relationship between life span experiences and personal development.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Willcox Company, Inc., 82-87.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 390-397.

State-Adopted Textbook Resources

Contemporary Living - Student Activity Guide, 25-26.

Contemporary Living - Teacher's Resource Binder, 69-70.

Families Today - ABC News Interactive Bar Code Correlation, 68-69.

Families Today - Balancing Work and Family, 27.

Families Today - Color Transparencies, 37.

Families Today - Cooperative Learning, 46-48.

Families Today - Enrichment Activities, 26.

Families Today - Extending the Text, 28-29.

Families Today - Reteaching Activities, 57.

Families Today - Student Workbook, 118-120.

Supplemental Resources

Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

Future Homemakers of America. (1996). STAR events manual. Reston, VA: Author.

North Carolina FHA/HERO. (1995). Learn, live, lead. Raleigh: NC Department of Public Instruction.

North Carolina FHA/HERO. (1997). NC-FHA/HERO competitive events manual. Raleigh: NC Department of Public Instruction.

Relationships

COURSE:	**LIFE MANAGEMENT**	**UNIT:**	**RELATIONSHIPS**
COMPETENCY:	**6.00**	**C3**	**Examine family, social, and workplace relationships.**
OBJECTIVE:	**6.01**	**C1**	***Identify personal qualities that contribute to positive relationships.***

CONTENT OUTLINE	ACTIVITIES
A. Kinds of Relationships *1. Voluntary/involuntary* *2. Family* *3. Social* *4. Workplace* *B. Functions of Relationships* *1. Emotional needs* *2. Enrichment* *3. Help* *4. Support* *C. Relationship Qualities* *1. Loyalty* *2. Empathy* *3. Interest in others* *4. Trust* *5. Self-disclosure/intimacy* *6. Communication* *7. Rapport* *8. Mutuality*	• Basic Skills For two days, keep a journal of the people you relate to. Briefly describe the relationship. Was this a voluntary or involuntary relationship? Was it a family, social, school, or workplace relationship? • Cognitive Suggest at least five activities that you would enjoy doing with your family. How would these activities build family relationships? View a video about a family. Evaluate specific ways the family does or does not provide for emotional needs, enrichment, help, and support of its members. Identify a significant adult who has played an important part in your life. Describe the relationship you have with this person. What type of activities do you do together? How well do you communicate with this person? Plan an activity that could help you reach a goal of strengthening your family relationships. Identify your goal, the steps you will take to reach your goal, possible obstacles you might encounter, and trade-offs that might need to be made. Implement your plan and then evaluate it. • Teamwork Read and react to case studies that identify strategies for positive relationships. Create a two-three minute skit depicting a positive relationship situation. In small groups, brainstorm a list of qualities that are important for peer relationships. Prioritize the list. Give reasons for the priorities. Present to the class.

COURSE: LIFE MANAGEMENT **UNIT:** RELATIONSHIPS

COMPETENCY: 6.00 C3 **Examine family, social, and workplace relationships.**

OBJECTIVE: 6.02 C3 ***Explore characteristics and behaviors associated with family roles and relationships.***

CONTENT OUTLINE	ACTIVITIES
A. Relationship to Parents *1. Parental concerns* *2. Disciplinary style* *3. Communication style* *B. Relationship to Sibling* *1. Birth order* *2. Heredity* *3. Personality* *4. Sibling rivalry* *C. Relationship of Adult Children Living with Parents* *1. Reasons* *a. Failed marriage* *b. Single parenthood* *c. Care of parent(s)* *d. Socio-economic* *2. Results* *a. Encroachment* *b. Shared expenses* *c. Lack of privacy* *d. Mutual caring* *e. Financial reassessment* *D. Relationship to Aging Family Members* *1. Independence/privacy* *2. Health problems* *3. Mental/emotional needs* *4. Finances* *5. Socializing* *6. Death/dying*	• Basic Skills Write a two-page paper about how you believe you have been affected by your birth order within your family. Write essays on "Memories with My Grandparent(s)" or "What I want to do as a Grandparent." • Cognitive Write a personal essay on how grandparents are an asset to the under-30 generation. Ask the Social Security office for statistics on the average monthly social security payment for people retiring from various careers. List and discuss the steps in the grieving process. How do they help an individual recover? What happens if any steps are skipped? • Critical Thinking Make a list of activities that you could do with a grandparent or other older person. Include activities that provide mental, social, and physical stimulation for the older person. Interview families that have an elderly member living with them. Take notes and prepare a report about the effects and changes in the family structure. Present to the class. Watch the movies, "On Golden Pond", "Cocoon", "Driving Miss Daisy", and "Trip to Bountiful". Write a paper describing the feelings the movies evoked about the aging process.

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COURSE:	**LIFE MANAGEMENT**	**UNIT:**	**RELATIONSHIPS**
COMPETENCY:	**6.00**	**C3**	**Examine family, social, and workplace relationships.**
OBJECTIVE:	**6.02**	**C3**	***Explore characteristics and behaviors associated with family roles and relationships. (Continued)***

CONTENT OUTLINE	ACTIVITIES
A. Relationship to Parents *1. Parental concerns* *2. Disciplinary style* *3. Communication style* *B. Relationship to Sibling* *1. Birth order* *2. Heredity* *3. Personality* *4. Sibling rivalry* *C. Relationship of Adult Children Living with Parents* *1. Reasons* *a. Failed marriage* *b. Single parenthood* *c. Care of parent (s)* *d. Socio-economic* *2. Results* *a. Encroachment* *b. Shared expenses* *c. Lack of privacy* *d. Mutual caring* *e. Financial reassessment* *D. Relationship to Aging Family Members* *1. Independence/privacy* *2. Health problems* *3. Mental/emotional needs* *4. Finances* *5. Socializing* *6. Death/dying*	• FHA/HERO Visit a nursing/convalescent home. Research the Hospice program. Report on the services provided. Plan a volunteer activity with a local agency on aging. Listen to a representative from the agency talk about the services the agency offers. Initiate and participate in an "adopt a grandparent" program with a local elder care facility. • Teamwork Conduct a random sample survey of the senior class on the topic, "Why I want to live on my own." Compile results. In small groups, design an awareness campaign on protecting the rights of the elderly. Prepare a pamphlet/display and a presentation on consumer fraud. Present your work to local community groups. • Technology Use the computer to search for information about the relationships of at-home adult children and their parents. Read and report to class. Research costs of home health care, retirement communities, minimum care facilities, and nursing homes. Compare and contrast costs. Present to the class. Research community programs for senior citizens. Write a plan appropriate for an elderly relative who moves into your home. • Workplace Readiness Skills Research careers that will be growing due to expanded services for the elderly population.

COURSE: LIFE MANAGEMENT **UNIT:** RELATIONSHIPS

COMPETENCY: 6.00 C3 **Examine family, social, and workplace relationships.**

OBJECTIVE: 6.03 C3 ***Explore characteristics and behaviors associated with social roles and relationships.***

CONTENT OUTLINE	ACTIVITIES
A. Stages of Relationships *1. Friendship* *2. Dating* *3. Love* *4. Mate selection* *5. Engagement* *6. Marriage* *B. Characteristics of Social Roles and Relationships* *1. Attitudes* *2. Commitment* *3. Acceptance* *4. Flexibility* *5. Thoughtfulness* *C. Behaviors Within Social Relationships* *1. Communication* *2. Conflict resolution* *3. Decision-making* *4. Intimacy*	• Basic Skills Create a list of proper social behaviors and explain why these are important at work and in personal life. Analyze poems about love and whether they accurately reflect real love. Write a poem or sonnet with the love theme. Write a personal essay on the topic, "Marriage is Forever." Create a relationship contract outlining responsibilities of the individuals. Identify attitudes necessary to fulfill responsibilities. • Cognitive Brainstorm a list of the qualities you think represents an ideal friend. Compare the stages of relationships. Describe a possessive love relationship. What is the effect of possessive behavior on a relationship? Contrast risks and benefits of being involved in a love relationship. Listen to a marriage counselor speak about the pattern of adjustments in serious relationships. Interview couples who have been successfully married for at least 20 years. Analyze the responses. Look for repeated reasons for marital success. Bring to class your favorite poem, quotation, words to a song, or picture depicting friendship. Or write a song or poem about friendship. Add to the class bulletin board. On a small rectangular piece of colored construction paper, print a word, phrase, or sentence in response to this question: What are some common fears related to developing friendships? Display on a bulletin board labeled, "Why am I afraid to tell you who I am?" as you discuss fears related to developing relationships.

COURSE: LIFE MANAGEMENT **UNIT:** RELATIONSHIPS

COMPETENCY: 6.00 C3 **Examine family, social, and workplace relationships.**

OBJECTIVE: 6.03 C3 ***Explore characteristics and behaviors associated with social roles and relationships.***
(Continued)

CONTENT OUTLINE	ACTIVITIES
A. Stages of Relationships *1. Friendship* *2. Dating* *3. Love* *4. Mate selection* *5. Engagement* *6. Marriage* *B. Characteristics of Social Roles and Relationships* *1. Attitudes* *2. Commitment* *3. Acceptance* *4. Flexibility* *5. Thoughtfulness* *C. Behaviors Within Social Relationships* *1. Communication* *2. Conflict resolution* *3. Decision-making* *4. Intimacy*	• Critical Thinking Analyze case studies about couples who are in serious committed relationships. • Teamwork On an index card, write a social situation. Place in a fishbowl and draw out a card. Act out the proper behavior for that situation. Compare and contrast the causes of divorce with the factors that influence marital success. Plan and present a short skit showing two people in a social relationship. Ask the class to describe how the relationship does or does not illustrate attitude, commitment, acceptance, flexibility, and thoughtfulness. • Technology As a class, brainstorm adult dating concerns. Choose one concern. Research and report findings back to the class. Examples: date rape, cost of dating, workplace relationships.

COURSE:	LIFE MANAGEMENT	UNIT:	RELATIONSHIPS
COMPETENCY:	6.00	C3	**Examine family, social, and workplace relationships.**
OBJECTIVE:	6.04	C3	***Explore characteristics and behaviors associated with workplace roles and relationships.***

CONTENT OUTLINE	ACTIVITIES
A. Characteristics of Positive Workplace Relationships *1. Friendly attitude* *2. Respect for authority* *3. Respect for coworkers* *4. Cooperation* *5. Reciprocation* *6. Loyalty* *7. Ethics*	• Basic Skills Develop a rating scale assessment for self-evaluation of characteristics for workplace relationships. • Cognitive Discuss the importance of workplace ethics. Observe the professional people working in your school. Give examples of positive workplace relationships that you see. • Critical Thinking Conduct a self-evaluation of your characteristics for workplace relationships. • Teamwork Role-play a work or school situation illustrating one of the characteristics of positive workplace relationships. • Workplace Readiness Skills Listen to a personnel director discuss positive qualities employers want in employees. Prioritize the positive workplace relationships that you believe will be important in your chosen career. Why did you select your first priority? Discuss.

COURSE: LIFE MANAGEMENT **UNIT:** RELATIONSHIPS

COMPETENCY: 6.00 C3 **Examine family, social, and workplace relationships.**

OBJECTIVE: 6.05 C3 ***Practice techniques that improve communication.***

CONTENT OUTLINE	ACTIVITIES
A. Types of Communication *1. Verbal* *a. Speaking* *b. Listening* *c. Empathy* *2. Nonverbal* *a. Writing* *b. Reading* *c. Body language* *3. Elements* *4. Levels* *B. Patterns of Communication* *1. Group* *2. Family* *C. Barriers to Communication* *1. Diversity* *2. Mind reading* *3. Avoiding subject* *4. Mixed messages* *5. Silence* *6. Inference* *7. Stereotypes* *D. Skills for Negotiation* *1. Active/passive listening* *2. Eye contact* *3. Feedback*	• Cognitive Explore the levels of communication. Listen to a police officer discuss communication barriers among groups of people, gangs, family/domestic violence, and techniques used for troubleshooting dangerous confrontations. Select photos representing a variety of lifestyles and evaluate the nonverbal messages sent by clothing worn in the photos. Create a list of behaviors that can be considered sexual harassment. • Critical Thinking Write a short essay evaluating one of your communication barriers. Use the decision-making process to outline a plan for change. • FHA/HERO Participate in the "Interpersonal Communications" competitive event. • Teamwork Play Charades showing human emotions. Discuss the importance of body language. Role-play situations with positive and/or negative compromise. • Workplace Readiness Skills Interview employers on the importance of verbal/nonverbal communication skills. Present findings to the class. In small groups, propose conflicts in communication with family or people at work and develop an action plan for negotiating. Write strategies for conflict resolution. Evaluate the plan as a group. Example: curfew, use of family car, flex work schedules.

COURSE: LIFE MANAGEMENT **UNIT:** RELATIONSHIPS

COMPETENCY: 6.00 C3 **Examine family, social, and workplace relationships.**

OBJECTIVE: 6.06 C3 ***Practice techniques for resolving conflicts.***

CONTENT OUTLINE	ACTIVITIES
A. Causes of Conflict *1. Situational factors* *2. Personality factors* *3. Power* *4. Problem ownership* *5. Role expectations* *B. Stages of Conflict Resolution* *1. Awareness* *2. Setting limits* *3. Arguing* *4. Negotiation* *5. Follow-up* *C. Conflict Resolution Skills* *1. Communication* *2. Emotional control* *3. Timing* *4. Respect for others* *D. Barriers to Conflict Resolution* *1. Physical reactions* *2. Competition* *3. Control*	• Basic Skills. Write an essay giving an example of a conflict that you have faced. Identify any barriers to the resolution. Suggest ways to resolve the conflict in a positive manner. • Cognitive Observe a peer mediation team using procedures for peer mediation. Modify the process to use at home or work. • Critical Thinking Passively observe a conflict between two friends or family members. See if you can identify the stages of the conflict. Were any stages skipped? Was there a resolution? Was it positive or negative? Who owned the problem originally? • Teamwork Role-play a situation of conflict between friends or coworkers. Ask the class to decide who owns the problem. Role-play married couples and children in dual-career families. Create a situation in which the husband and wife both need the car to get to work; the parents can't find a babysitter and one must stay home from work; and one spouse gets transferred to a distant city. • Workplace Readiness Skills Write an essay on what you should do if you do not agree with company policies or decisions made by your employers.

UNIT D: **RELATIONSHIPS**

COMPETENCY 6.00 **Examine family, social, and workplace relationships.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Goodheart-Willcox Company, Inc., 260-285, 289-301, 303-323.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 96-143, 152-159, 266-278, 284-286, 299-363, 461-462, 536-582.

State-Adopted Textbook Resources

Contemporary Living - Student Activity Guide, 87-96, 100-106.

Contemporary Living - Teacher's Resource Binder, 175-188, 193-199, 203-212.

Families Today - ABC News Interactive Bar Code Correlation, 14-22, 44-50, 102-104.

Families Today - Balancing Work and Family, 8-10, 20-25, 37-39.

Families Today - Building Academic Skills, 11-13, 29-31, 33-37, 53-55, 57.

Families Today - Color Transparencies, 5-12, 28-29, 31-35, 48-50.

Families Today - Cooperative Learning, 28-33 , 42-44, 55-58.

Families Today - Enrichment Activities, 8-11, 19, 21-24, 38-40.

Families Today - Exploring Relationships, 11-16, 31-42, 63-68.

Families Today - Extending the Text, 8-10, 20-26, 39-41.

Families Today - Reteaching Activities, 19-24, 26, 42-43, 44, 46-53, 76, 78-81.

Families Today - Student Workbook, 27-28, 31-32, 36-37, 76-78, 83-84, 88-89, 94-96, 100-102, 106-108, 170-172, 176, 180-182.

Supplemental Resources

Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

Future Homemakers of America. (1996). STAR events manual. Reston, VA: Author.

North Carolina FHA/HERO. (1995). Learn, live, lead. Raleigh: NC Department of Public Instruction.

North Carolina FHA/HERO. (1997). NC-FHA/HERO competitive events manual. Raleigh: NC Department of Public Instruction.

Parenting

COURSE:	LIFE MANAGEMENT	UNIT:	PARENTING
COMPETENCY:	7.00	C3	**Analyze factors influencing the decision to become a parent.**
OBJECTIVE:	7.01	C3	***Explore options for parenthood.***

CONTENT OUTLINE	ACTIVITIES
A. Reasons to Have Children *1. Outgrowth of love* *2. Procreation* *3. Desire to give* *4. Love of children* *B. Reasons to Be Childless* *1. Couple's choice* *2. Overpopulation* *3. World issues* *4. Career goals* *5. Mobility* *6. Dislike for children* *7. Genetic diseases and defects* *8. Infertility* *C. Factors to Consider* *1. Age of couple* *2. Career* *3. Finances* *4. Only child* *5. Number and spacing of children* *6. Timing*	• Basic Skills Write an imaginary story about a teenager who must baby-sit younger siblings until his/her parents are home from work. Include the rules, responsibilities, and privileges. Interview students in your school to determine their views about and plans for having children. Find the average number of children planned by the students interviewed. • Critical Thinking Write down as many reasons as you can think of to have or to not have children. Compare your reasons to those in the content outline. Did you think of any additional reasons? Is this how you feel? Why or why not? • Cognitive Determine the influence of problems in today's society on children. Discuss the most appropriate age for a couple to have children. Find out what medical experts say about this. How old is the youngest and oldest mother on record in the world? • FHA/HERO Participate in the "Illustrated Talk" competitive event. Relate the topic to parenthood options. • Technology Research the topics of infertility and genetic diseases. Choose one specific topic and report your findings to the class.

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COURSE: LIFE MANAGEMENT **UNIT:** PARENTING

COMPETENCY: 7.00 C3 **Analyze factors influencing the decision to become a parent.**

OBJECTIVE: 7.02 C3 ***Compare the rewards and responsibilities of parenting.***

CONTENT OUTLINE	ACTIVITIES
A. Rewards of Parenthood *1. Shared love* *2. Fulfillment* *3. Satisfaction* *4. Pride* *B. Responsibilities of Parenthood* *1. Meet basic needs* *2. Provide love* *3. Encourage intellectual development* *4. Encourage emotional development* *5. Encourage social development* *6. Teach cultural development* *7. Provide independence* *8. Provide nurture*	• Basic Skills Compose a job description for parenting. • Cognitive Watch a video illustrating family interactions. Describe how the parents met their parental responsibilities. Were their actions appropriate or inappropriate? What rewards did the parents receive? • Critical Thinking Select one of the "Bernstein Bears" children's books. Analyze how Mama Bear and Papa Bear met their responsibilities of parenthood. Give specific examples. Using pictures in the book, present your analysis to the class. • FHA/HERO Participate in the "Focus on Children" competitive event. • Teamwork In groups, list ways parents can fulfill various parenting responsibilities. Present list to class. Rank the order of responsibility. • Technology Create a handbook for prospective parents in written or video format. The handbook should be centered around parental responsibilities.

UNIT E: **PARENTING**

COMPETENCY 7.00 **Analyze factors influencing the decision to become a parent.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Goodheart-Willcox Company, Inc., 373-392.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 584-601.

State-Adopted Textbook Resources

Contemporary Living - Student Activity Guide, 117-120.

Contemporary Living - Teacher's Resource Binder, 241-248.

Families Today - ABC News Interactive Bar Code Correlation, 106-107.

Families Today - Balancing Work and Family, 40.

Families Today - Building Academic Skills, 56.

Families Today - Color Transparencies, 51.

Families Today - Cooperative Learning, 59-60.

Families Today - Enrichment Activities, 41.

Families Today - Exploring Relationships, 69-70.

Families Today - Extending the Text, 42.

Families Today - Reteaching Activities, 82-83.

Families Today - Student Workbook, 186-188.

Supplemental Resources

Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

Future Homemakers of America. (1996). STAR events manual. Reston, VA: Author.

North Carolina FHA/HERO. (1995). Learn, live, lead. Raleigh: NC Department of Public Instruction.

North Carolina FHA/HERO. (1997). NC-FHA/HERO competitive events manual. Raleigh: NC Department of Public Instruction.

COURSE: LIFE MANAGEMENT **UNIT:** PARENTING

COMPETENCY: 8.00 C3 **Investigate the implications of parenthood on work and family.**

OBJECTIVE: 8.01 C3 ***Explore the roles of the working parent.***

CONTENT OUTLINE	ACTIVITIES
A. Influence of Working Parents on Parenting Style *1. Family background* *2. Fatigue* *3. Job stress* *4. Guilt* *5. Relationships* *6. Life span stage* *B. Types of Child Care* *1. Day care* *2. After-school care* *3. Other* *C. Resources for Working Parents* *1. Employer benefits* *2. Support groups* *3. Social services* *4. Networking*	• Cognitive Discuss the role of grandparents and neighbors as part-time caregivers for children whose parents work. Write a definition of what you think the word "networking" means. Then look for the definition in a dictionary. Compare the two definitions. How can networking be useful to parents? • Critical Thinking Discuss the impact of work on parenting styles and make suggestions to improve the quality of parenting. Compare group child care to child care in a home. Visit a child care center to see what takes place in the facility. How many children were in the center? What are their ages? How many adults were in the center? Write a report about what you observed. Speculate about how a parent's life span stage effects his/her parenting style. Give any examples you might think of. • Teamwork Choose one of the influences on parenting styles from the content outline. Role-play a family situation illustrating one of these influences. Ask the class to determine which influence you are illustrating. • Technology Research and identify community resources for working parents. Prepare a pamphlet for distribution to parents.

COURSE:	LIFE MANAGEMENT	UNIT:	PARENTING
COMPETENCY:	8.00	C3	**Investigate the implications of parenthood on work and family.**
OBJECTIVE:	8.02	C3	***Examine issues of the working parent.***

CONTENT OUTLINE	ACTIVITIES
A. Issues *1. Child care options* *2. Maternity/family leave* *3. After-school activities* *4. Ill children* *5. Ill parent(s)* *6. School closings/vacations* *7. Parent/teacher conferences* *8. Work hours vs. school hours* *9. Salary* *10. Homework* *11. Taking work home* *12. Proximity of locations* *13. Out-of-town business trips*	• Basic Skills Calculate child care costs and determine what percentage of monthly salary this represents. Use the average salary listed for the career of your choice. • Cognitive Listen to a guest speaker from a local day care or child care center explain choices and costs of child care. Interview a single parent who works outside of the home and has several children. Ask about the problems and solutions associated with managing both roles. Present to class. • Critical Thinking Debate stay-at-home vs. working mothers. Investigate solutions to the problem of work and day care starting and ending times not being worker-friendly. Propose three alternative after-school care plans for children in grades K-3. • FHA/HERO Using the FHA planning process, plan and implement a service project for local latch-key children.

COURSE: LIFE MANAGEMENT **UNIT:** PARENTING

COMPETENCY: 8.00 C3 **Investigate the implications of parenthood on work and family.**

OBJECTIVE: 8.02 C3 ***Examine issues of the working parent. (Continued)***

CONTENT OUTLINE	ACTIVITIES
A. Issues *1. Child care options* *2. Maternity/family leave* *3. After school activities* *4. Ill children* *5. Ill parent(s)* *6. School closings/vacations* *7. Parent/teacher conferences* *8. Work hours vs. school hours* *9. Salary* *10. Homework* *11. Taking work home* *12. Proximity of locations* *13. Out-of-town business trips*	• Teamwork Role-play various problem situations that working parents may encounter with their employers concerning their children. Illustrate appropriate and inappropriate ways to handle these difficulties. In small groups, half the class will identify at least five resources a job requires. The other half of the class will identify at least five resources the work of a family requires. Compare the results. • Technology Research and develop a guide for selecting a child care facility for an infant, toddler, and/or a preschooler. • Workplace Readiness Skills Choose a company of interest to you. Investigate the company's policies related to families such as sick leave, family leave, flexible scheduling, child care options, job sharing, etc.

UNIT E: **PARENTING**

COMPETENCY 8.00 **Investigate the implications of parenthood on work and family.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Goodheart-Willcox Company, Inc., 455-459, 479.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 613-614.

State-Adopted Textbook Resources

Contemporary Living - Student Guide, 134-136.

Contemporary Living - Teacher's Resource Binder, 277-280.

Supplemental Resources

Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

Future Homemakers of America. (1996). STAR events manual. Reston, VA: Author.

North Carolina FHA/HERO. (1995). Learn, live, lead. Raleigh: NC Department of Public Instruction.

North Carolina FHA/HERO. (1997). NC-FHA/HERO competitive events manual. Raleigh: NC Department of Public Instruction.

Wellness and Nutrition

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COURSE: LIFE MANAGEMENT UNIT: WELLNESS AND NUTRITION

COMPETENCY: 9.00 C3 **Analyze factors that contribute to wellness within the family and at work.**

OBJECTIVE: 9.01 C3 ***Investigate factors that promote and harm physical wellness and good nutrition.***

CONTENT OUTLINE	ACTIVITIES
A. Preventive Health Factors *1. Nutrition* *a. Personal/family eating habits* *b. Eating habits away from home* *c. Menu planning* *d. Weight control* *e. Eating disorders* *2. Time management of meals* *3. Exercise* *4. Rest and sleep* *5. Stress management* *6. STDs* *B. Chemical Substances* *1. Tobacco* *2. Alcohol* *3. Drugs* *C. Selection of Health Care Professionals* *1. Community facilities* *2. Health education* *3. Health screening* *4. Support groups, hot lines, help lines* *5. Government programs* *6. Nonprofit organizations*	• Basic Skills Collect menus from local restaurants. Analyze menu items for nutritional value and fat content. Make a chart comparing three or more items. Form small groups. Distribute paper plates, salt shakers, and measuring spoons to each group. Imagine you are salting a food, such as French fries. Afterwards, use measuring spoons to measure the salt. Discuss why people often consume too much sodium. Brainstorm ways to "shake the sodium habit." • Cognitive Discuss personal and family eating habits. Identify food selections available for people at work. Evaluate pros and cons. Discuss some good snack foods to substitute for foods high in fats and sugar. Investigate the dangers of rapid weight gain and loss. Listen to a speaker from Alcoholics Anonymous talk about problems faced by alcoholics and their families. Describe situations in which the amount of sleep you had affected your performance. What were the consequences? Discuss cancer and carcinogens. Identify various carcinogens in your environment. • Critical Thinking Analyze reasons why adults, even in an affluent society, may have nutritional deficiencies. Make suggestions for eliminating these deficiencies. Discuss fats and cholesterol in the diet and relate to obesity and heart disease. Examine a variety of menus and recipes and make suggestions for decreasing the amount of fat and cholesterol in the diet.

COURSE:	LIFE MANAGEMENT	UNIT:	WELLNESS AND NUTRITION
COMPETENCY:	9.00	C3	**Analyze factors that contribute to wellness within the family and at work.**
OBJECTIVE:	9.01	C3	***Investigate factors that promote and harm physical wellness and good nutrition.*** ***(Continued)***

CONTENT OUTLINE	ACTIVITIES
A. Preventative Health Factors *1. Nutrition* *a. Personal family eating habits* *b. Eating habits away from home* *c. Menu planning* *d. Weight control* *e. Eating disorders* *2. Time management of meals* *3. Exercise* *4. Rest and sleep* *5. Stress Management* *6. STDs* *B. Chemical Substances* *1. Tobacco* *2. Alcohol* *3. Drugs* *C. Selection of Health Care Professionals* *1. Community facilities* *2. Health education* *3. Health screening* *4. Support groups, hot lines, help lines* *5. Government programs* *6. Nonprofit organizations*	• Cultural Diversity Research diets of various cultures. Present findings to the class. • FHA/HERO Invite a certified fitness instructor to demonstrate proper exercise techniques for warming up, exercising aerobically, toning muscle groups, and cooling down. Have students take part in some of the exercises. Participate in the "Nutri-Snacks" competitive event. Volunteer to help at local organizations that serve the hungry. Write and share a report about your experience. • Teamwork Collect examples of fad diets and extreme or unusual weight loss plans. Evaluate them for nutritional value. Discuss the benefits and negative consequences. Analyze the benefits of proper skin care, hair care, and other grooming techniques for optimal wellness. • Technology Record food intake for a 24 hour period . Analyze it for nutrient value and caloric intake using a computer program. Estimate caloric needs. Place in portfolio for use in your wellness plan. Use the Internet to investigate the kinds of federal, state, and local government or nonprofit organizations available to assist individuals with managing their health care. Report to the class. • Workplace Readiness Skills Describe the physical condition required for specific jobs. Examples: doctor, chef, forest ranger, track coach. Predict the physical condition your chosen career will require.

COURSE: LIFE MANAGEMENT UNIT: WELLNESS AND NUTRITION

COMPETENCY: 9.00 C3 **Analyze factors that contribute to wellness within the family and at work.**

OBJECTIVE: 9.02 C3 ***Investigate factors that promote and harm nonphysical wellness.***

CONTENT OUTLINE	ACTIVITIES
A. Characteristics of Mental Wellness *1. Happy* *2. Active* *3. Handles disappointment* *4. Sets realistic goals* *5. Aware of feelings* *6. Works with groups* *7. Accepts criticism* *8. Faces problems* *9. Gives best* *B. Factors Contributing to Good Mental Wellness* *1. Hobbies* *2. Activities* *3. Adequate sleep* *4. Friends* *5. Family relationships* *C. Priorities* *1. Personal* *2. Family* *3. Professional*	• Basic Skills Write a two-page essay on the importance of setting priorities and mental wellness. • Cognitive Choose five hobbies from the list of "Categories of Hobbies" and explain how each could improve one's mental health. • FHA/HERO Plan a project for the "Power of One" project that contributes to an understanding of the shared roles in a working household. • Teamwork Role-play interaction between individuals (friends, parent and child, coworkers, etc.) that illustrates good or bad characteristics of mental health. Identify the characteristics illustrated (content outline). In small groups, discuss ways that a person's personal, family, and professional priorities affect his/her mental wellness. Give examples to support your conclusions. Share with the class. • Workplace Readiness Skills Describe how good mental health affects a person's ability to do his/her job. Give specific examples.

COURSE:	**LIFE MANAGEMENT**	**UNIT:**	**WELLNESS AND NUTRITION**
COMPETENCY:	**9.00**	**C3**	**Analyze factors that contribute to wellness within the family and at work.**
OBJECTIVE:	**9.03**	**C3**	***Explore stress management techniques.***

CONTENT OUTLINE	ACTIVITIES
A. Causes of Stress *1. Change* *2. Relocation* *3. Unemployment* *4. Financial problems* *5. Time management* *6. Parenting* *7. Accidents* *8. Personal health* *9. Decision-making skills* *B. Factors Relating to Stress Management* *1. Personal response patterns* *2. Exercise* *3. Support groups* *4. Realistic goal-setting* *5. Personal physical and mental wellness* *6. Relaxation* *7. Biofeedback* *8. Time management* *9. Communication skills*	• Basic Skills Write a journal entry recounting an experience when your stresses impacted your family. Select a newspaper article describing a crisis. Predict the kinds of resulting problems people may experience at work or at home. Develop a personal plan for dealing with crisis and enter it into your journal. • Cognitive Distinguish between internal and external stress. Determine probable sources for each. Discuss the relationship between anger and stress. Bulletin Board Activity- "The Pile-Up Effect" Cut a piece of gray or tan construction paper into the shape of a boulder. On your boulder, write a word or words that represent a crisis experience to you. Add your boulder to a bulletin board in a pile-up effect. Discuss the implications of allowing stresses/crises to pile-up. Give reasons for listing your event as a crisis experience. • Critical Thinking Identify types of stress and causes of stress in case study situations. Develop a plan to relieve the stress. • FHA/HERO Develop a Stress Relief Center in the classroom. Provide constructive outlets for stress, such as stress relief toys, pictures to color, clay for modeling, and journals for writing. Create and design a home crisis card. Determine what information is needed and where it should be stored. Present to class for evaluation. Give final copy to your family to use. Invite a qualified health or fitness instructor to demonstrate techniques to use for stress reduction.

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COURSE: LIFE MANAGEMENT **UNIT:** WELLNESS AND NUTRITION

COMPETENCY: 9.00 C3 **Analyze factors that contribute to wellness within the family and at work.**

OBJECTIVE: 9.03 C3 ***Explore stress management techniques. (Continued)***

CONTENT OUTLINE	ACTIVITIES
A. Causes of Stress *1. Change* *2. Relocation* *3. Unemployment* *4. Financial problems* *5. Time management* *6. Parenting* *7. Accidents* *8. Personal health* *9. Decision-making skills* *B. Factors Relating to Stress Management* *1. Personal response patterns* *2. Exercise* *3. Support groups* *4. Realistic goal-setting* *5. Personal physical and mental wellness* *6. Relaxation* *7. Biofeedback* *8. Time management* *9. Communication skills*	• Technology Research and demonstrate a stress management technique for the class. Make a video of positive and negative coping skills at work, within the family, and with peers. • Workplace Readiness Skills Brainstorm situations that could cause stress in a family. Make a chart showing how each of these stresses could affect one's job. Role-play stressful situations at work (tight schedule, demanding boss, difficult coworker, etc.). Ask the class to brainstorm positive ways to cope with the stress.

COURSE:	**LIFE MANAGEMENT**	**UNIT:**	**WELLNESS AND NUTRITION**
COMPETENCY:	**9.00**	**C3**	**Analyze factors that contribute to wellness within the family and at work.**
OBJECTIVE:	**9.04**	**C3**	***Explore crisis management techniques.***

CONTENT OUTLINE	ACTIVITIES
A. Types of Crisis *1. Death* *2. Disability* *3. Divorce and remarriage* *4. Health problems* *5. Unemployment* *6. Substance abuse* *7. Family abuse* *8. Imprisonment* *9. Frequent moves* *10. Compulsive gambling* *11. Depression* *12. Suicide* *13. Criminal attack* *14. Missing children* *15. Runaways* *16. Untimely pregnancy* *17. Miscarriage* *18. Broken engagement* *19. Separation from housemate* *B. Crisis Management Techniques* *1. Recognition* *2. Reaction* *a. Impact* *b. Withdrawal/confusion* *c. Focus* *d. Adaptation* *3. Help* *4. Intervention*	• Basic Skills Collect issues of the local paper published during one week. Review and number in sequence all articles that describe a crisis. Categorize these crises. What impact have these crises had on the community? • Cognitive Ask a professional who works with crises (police, firefighter, social worker) to discuss crisis management techniques he/she utilizes. Invite a school psychologist to discuss depression and suicide and methods of responding to these problems. List situations in which you feel stressed. Group the situations under normative stressor and crises events. Discuss emotional and physical effects of stress. Explain how long-term stress can physically affect the body. Discuss how family roles are assigned or taken to keep the family systems balanced. Also discuss how rights are balanced with responsibilities in families. Ask students what might cause family systems to become unbalanced. Discuss changes that require the family to adjust, such as life span changes, loss of a job, illness, and death. Also discuss how family roles change to return the family system to a balanced state. • Critical Thinking Use a collection of newspaper articles to develop a definition of crisis. What characteristics make an event a crisis? How many people must be affected for the situation to be a crisis?

COURSE:	LIFE MANAGEMENT	UNIT:	WELLNESS AND NUTRITION
COMPETENCY:	9.00	C3	**Analyze factors that contribute to wellness within the family and at work.**
OBJECTIVE:	9.04	C3	***Explore crisis management techniques. (Continued)***

CONTENT OUTLINE	ACTIVITIES
A. Types of Crisis *1. Death* *2. Disability* *3. Divorce and remarriage* *4. Health problems* *5. Unemployment* *6. Substance abuse* *7. Family abuse* *8. Imprisonment* *9. Frequent moves* *10. Compulsive gambling* *11. Depression* *12. Suicide* *13. Criminal attack* *14. Missing children* *15. Runaways* *16. Untimely pregnancy* *17. Miscarriage* *18. Broken engagement* *19. Separation from housemate* *B. Crisis Management Techniques* *1. Recognition* *2. Reaction* *a. Impact* *b. Withdrawal/confusion* *c. Focus* *d. Adaptation* *3. Help* *4. Intervention*	• FHA/HERO Create a pamphlet that identifies community resources for managing a crisis. Distribute to FHA/HERO members at the next meeting. • Teamwork Divide in small groups to discuss your view on crisis situations. Write group opinions on, "The Crisis of ....." Share with the class. In small groups, role-play crisis situations. Investigate ways to relieve/lessen the stress of the crisis.

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COURSE:	LIFE MANAGEMENT	UNIT:	WELLNESS AND NUTRITION
COMPETENCY:	9.00	C3	**Analyze factors that contribute to wellness within the family and at work.**
OBJECTIVE:	9.05	C3	***Explore services available from public and private agencies/businesses that contribute to wellness and good nutrition.***

CONTENT OUTLINE	ACTIVITIES
A. Types of Agencies/Businesses *1. Mental* *2. Physical* *3. Financial* *B. Community Agencies* *1. Shelters* *2. Hot lines* *3. Intervention groups* *4. Support groups* *C. Types of Workplace Programs* *1. Exercise classes* *2. Gyms* *3. Immunization opportunities* *4. Employee counseling assistance* *5. Employee protection agencies*	• Basic Skills Investigate appropriate community resources for various family health problems from newspapers, telephone book, community guides or bulletin boards, and local hospital or social services offices. Compile these findings in a chart. • Cognitive Research how and why businesses are implementing wellness programs for employees. Present information to the class. Tour a local fitness center. Listen to an employee discuss the programs available at the center to meet various health needs. Invite the school nurse to present information about immunizations. Discuss the need for immunizations. • Teamwork Make a list of the local shelters, hot lines, intervention groups, and support groups. Contact as many of these agencies as possible and gather information about what they do. Visit one if possible. Present findings to the class. • Technology Use the Internet to research information about compliance with required immunizations for children in your state and community. What programs, if any, are being implemented to help more children get immunized? Why are there children who are not immunized?

COURSE:	LIFE MANAGEMENT	UNIT:	WELLNESS AND NUTRITION
COMPETENCY:	9.00	C3	**Analyze factors that contribute to wellness within the family and at work.**
OBJECTIVE:	9.06	C3	***Develop a personal wellness plan.***

CONTENT OUTLINE	ACTIVITIES
A. Components of a Personal Wellness Plan *1. Health practices* *a. Eating habits* *b. Exercise programs* *c. Sleep patterns* *d. Annual physical* *e. Substance abuse cessation* *2. Mental Health* *a. Stress management* *b. Problem management* *c. Crisis management* *d. Leisure activities* *B. Available Resources*	• Cognitive Listen to the school nurse describe the components of and need for an annual physical. Listen to a leader from NA and/or AA discuss their plan for substance abuse cessation. • Critical Thinking Evaluate your current wellness plan. If you do not have a plan, consider the reasons why not. Develop a personal wellness plan that enhances your quality of life. (See the content outline.) How would substance abuse cessation affect other health practices (content outline)? Would any effect be positive or negative? Do you know of any examples that support your opinion? • FHA/HERO Participate in the national project, "Student Body." • Teamwork In small groups, compare the similarities and differences between stress management, problem management, and crisis management. Give examples of each. • Workplace Readiness Skills Listen to someone from the employee assistance department of a local business discuss programs they provide to assist employees with wellness.

UNIT F: **WELLNESS AND NUTRITION**

COMPETENCY 9.00 **Analyze factors that contribute to wellness within the family and at work.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Goodheart-Willcox Company, Inc., 162-179, 185-203.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 214-231, 371-379, 466-481.

State-Adopted Textbook Resources

Contemporary Living - Student Activity Guide, 49-68, 74-76.

Contemporary Living - Teacher's Resource Binder, 111-120, 125-133, 137-140, 142-151.

Families Today - ABC News Interactive Bar Code Correlation, 31-33, 52-66.

Families Today - Balancing Work and Family, 16-17, 26.

Families Today - Building Academic Skills, 28.

Families Today - Color Transparencies, 24-25.

Families Today - Cooperative Learning, 38, 45.

Families Today - Enrichment Activities, 16.

Families Today - Exploring Relationships, 25-26.

Families Today - Extending the Text, 15, 27.

Families Today - Reteaching Activities, 33-35, 55.

Families Today - Student Workbook, 59-60, 113-114.

Supplemental Resources

Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

Future Homemakers of America. (1996). STAR events manual. Reston, VA: Author.

North Carolina FHA/HERO. (1995). Learn, live, lead. Raleigh: NC Department of Public Instruction.

North Carolina FHA/HERO. (1997). NC-FHA/HERO competitive events manual. Raleigh: NC Department of Public Instruction.

Resource Management

COURSE: LIFE MANAGEMENT UNIT: RESOURCE MANAGEMENT

COMPETENCY: 10.00 C3 **Analyze resource management skills necessary to meet basic needs and wants.**

OBJECTIVE: 10.01 C3 ***Investigate various types of resources that are factors in resource management.***

CONTENT OUTLINE	ACTIVITIES
A. Human Resources *1. Skills and talents* *2. Knowledge* *3. Health* *4. Energy* *5. Creativity and imagination* *6. Time* *7. Personality* *8. Character traits* *B. Relationships* *1. Family* *2. Friends* *3. Religious leaders* *4. Teachers* *5. Others* *C. Material Resources* *1. Money* *2. Possessions* *D. Community Resources* *1. Facilities* *2. Services* *3. Government programs* *4. Colleges/universities* *E. Management/Planning Process* *1. Identify concerns* *2. Set your goal* *3. Form a plan* *4. Act* *5. Follow up*	• Basic Skills In three minutes, make a list of as many of your personal possessions as you can think of. Then prioritize their value to you by putting a number next to each, beginning with 1 as the most important. Write a one-page paper about what you learned about your priorities through this activity. Keep a journal of your activities for a 24 hour period. Include the time, the activity, and the location. Evaluate your use of time during that 24 hour period. Keep a journal of the people who you come in contact with for a 24 hour period. Categorize them into the relationships listed in the content outline. • Cognitive Name one strong character trait that you have. How does this benefit you? How can it be used to benefit others? Invite someone from a local college or university to explain how their school is a community resource. Brainstorm ways that character and personality are the same and different. Look up each word in the dictionary. Do these definitions support any of your ideas? How? • Critical Thinking Choose an item you are currently interest in purchasing. Research the purchase, using at least two medias. Select a model, defend the choice, and discuss how you would use your resources to obtain the model of the item.

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COURSE: LIFE MANAGEMENT **UNIT:** RESOURCE MANAGEMENT

COMPETENCY: 10.00 C3 **Analyze resource management skills necessary to meet basic needs and wants.**

OBJECTIVE: 10.02 C3 ***Compare information retrieval systems to traditional information management systems.***

CONTENT OUTLINE	ACTIVITIES
A. Types of Information *1. On-line services* *2. ERIC* *3. Video technology* *4. CD-ROM* *5. Electronic funds transfer* *6. Remote control shopping* *7. Computer programs* *8. Magazines/newspapers/ books* *9. Home automation* *a. Timers* *b. Remote controls* *c. VCR* *d. Security systems* *B. Factors to Consider* *1. Cost* *2. Availability* *3. Feasibility* *4. Time* *5. Training* *6. Support*	• Basic Skills Write a journal entry based on how information retrieval systems have/may help you in doing research. • Cognitive Tell how information retrieval systems are used within your home. State how these have improved your home environment. Invite someone from a nearby college or university to discuss the school's use of computers with students. Are students required to own a computer? Where on campus will students use information retrieval systems? Use college and university catalogs in your school's guidance office to determine what requirements various school have about information retrieval systems. Are students required to own a computer? • Critical Thinking Identify information retrieval systems available. Evaluate information based on credibility and usefulness. Use a retrieval system. • FHA/HERO Participate in the "Applied Technology" competitive event. • Technology Review sources of information available at the school or local library to solve problems. Demonstrate the use of the library computer retrieval system. • Workplace Readiness Skills Survey businesses to assess types of information retrieval systems used by employees. Predict the ones you believe will be used in five years in the same businesses. Research the type of retrieval systems needed for your selected career. Evaluate your skills with these systems and make a written plan of how you can achieve any missing skills.

COURSE: LIFE MANAGEMENT **UNIT:** RESOURCE MANAGEMENT

COMPETENCY: 10.00 C3 **Analyze resource management skills necessary to meet basic needs and wants.**

OBJECTIVE: 10.03 C3 ***Develop a time management plan.***

CONTENT OUTLINE	ACTIVITIES
A. Management Plans *1. Self* *2. Family* *3. Work* *B. Strategies* *1. Set goals* *2. Set priorities* *3. Make a schedule* *4. Organize a list* *5. Plan for the unexpected* *C. Tools* *1. Calendar* *2. Daily to-do lists* *3. Tickler file* *4. Simplify/organize* *5. Space* *a. Individual* *b. Group* *6. Personal planner* *7. Computer software* *D. Time-Savers* *1. Storage of items* *2. Proximity of items* *3. To-do lists* *4. Time-saving equipment* *5. Time plans* *6. Time audits* *7. Task consolidation* *E. Time-Wasters* *1. Procrastination* *2. Distractions and interruptions* *3. Small time segments* *4. Poor communication* *5. Inability to make a decision* *6. Underutilization of resources* *7. Stress*	• Basic Skills Write in a journal how better time management might affect your life. • Cognitive Prepare a list of activities and/or chores that are required of you today. Establish a time schedule to accomplish items listed. Investigate why people tend to procrastinate. Recommend strategies to overcome procrastination. Determine what are your time-savers and time-wasters. Develop a plan to improve your time management plans from this list. • Critical Thinking Determine what is meant by "planning for the unexpected." Give examples of when the "unexpected" may affect your routine or time schedule. Explain how this relates to family and/or work. Prepare a "calendar" listing your activities for a week. Analyze how this listing enables you to visualize your scheduled activities and enhance your personal management of time. • Technology Research computer software personal planner/organizers. Write a report on which one is best for you and why. • Workplace Readiness Skills Use a computer to develop a personal time management plan for a month as an employee in the career area of your choice.

UNIT G: **RESOURCE MANAGEMENT**

COMPETENCY 10.00 **Analyze resource management skills necessary to meet basic needs and wants.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Goodheart-Willcox Company, Inc., 123-126.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 181-193.

State-Adopted Textbook Resources

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Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

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COURSE: LIFE MANAGEMENT **UNIT:** RESOURCE MANAGEMENT

COMPETENCY: 11.00 C3 **Develop resource management skills.**

OBJECTIVE: 11.01 C2 ***Interpret components of a paycheck and benefits associated with various sources of earned income.***

CONTENT OUTLINE	ACTIVITIES
A. Components of a Paycheck *1. Income* *a. Gross* *b. Net* *2. Line items* *a. Payroll deductions* *b. Social Securily Tax (FICA)* *c. Insurance* *d. Pensions* *e. Annuities and retirements* *f. Union dues* *3. Taxes* *a. Federal* *b. State* *c. Other* *4. Pay period* *5. Overtime* *6. Check number* *7. Date* *8. Payee's name* *9. Sick leave* *10. Family leave* *11. Employee benefits*	• Basic Skills Complete a basic income tax form for a person with specific income and deductions. • Cognitive Name deductions that an employer takes from a paycheck. Interpret the use of each of these deductions. Explain what will happen if too much or too little federal tax is withheld from your paycheck during the year. Identify and give examples of deductions, adjustments to income, and tax credits. Relate these to the changes in take-home pay for the family. Listen to a financial counselor discuss the benefits of budgeting. • Critical Thinking If you could choose, what pay period would you prefer? Why? Discuss the advantages and disadvantages of different pay periods and how this affects budgeting. Invite a representative of a local business to share a sample paycheck and stub for employees. Identify each component (content outline). • Teamwork Describe a family that lives from paycheck to paycheck without using a budget. What difficulties does this cause in the family's life? Identify ways the family could change its spending habits.

COURSE:	**LIFE MANAGEMENT**	**UNIT:**	**RESOURCE MANAGEMENT**
COMPETENCY:	**11.00**	**C3**	**Develop resource management skills.**
OBJECTIVE:	**11.02**	**C2**	***Relate types of financial institutions to services provided.***

CONTENT OUTLINE	ACTIVITIES
A. Types of Financial Institutions *1. Commercial* *2. Savings and loan associations* *3. Credit unions* *4. Mutual savings* *B. Types of Accounts* *1. Checking* *2. Saving* *3. Money market* *4. Retirement* *C. Services* *1. Credit card* *2. Loan* *3. US Savings Bond* *4. Investment management* *5. Automatic bill payment* *6. Direct electronic deposit* *7. Personal banker* *8. ATM* *9. Overdraft protection* *10. Cashier's check* *11. Certified check* *12. Money order* *13. Traveler's check* *14. 24-hour banking* *15. Telephone banking* *16. Safe deposit box* *17. Financial counseling* *D. Selection of Services* *1. Convenience* *2. Location* *3. Hours* *4. Safety* *5. Cost* *6. Minimum deposits*	• Basic Skills Compare interest rates at various local financial institutions. Where would you earn the most interest on a $500 investment? • Cognitive Compare different types of checking accounts from local lenders. Determine minimum opening amounts, service charges, interest-free accounts, free checking, etc. Prepare paper work to open a checking and savings account. Demonstrate using and balancing a checkbook. Discuss advantages and disadvantages of ATM and debit cards. Explore solutions to offset the disadvantages. • Critical Thinking Investigate financial services used by your family. What type of institutions do they use and why? Write short case studies describing when various services (from content outline) were used appropriately. Explain why the specific service was appropriate for the situation. Share with the class. • Teamwork Tour financial service institutions. Prepare questions prior to the tours concerning the services offered to consumers. Compile a booklet with results after returning to the classroom. • Technology Using spreadsheet software, prepare a listing of businesses offering financial services (bank, pawnbroker, loan shark, etc.). Include the advantages and disadvantages of each type and the services provided.

COURSE: LIFE MANAGEMENT **UNIT:** RESOURCE MANAGEMENT

COMPETENCY: 11.00 C3 **Develop resource management skills.**

OBJECTIVE: 11.03 C3 ***Review types of insurance.***

CONTENT OUTLINE	ACTIVITIES
A. Automobile Insurance *1. Bodily injury liability* *2. Medical payment* *3. Uninsured/underinsured motorist* *4. Property damage* *5. Comprehensive physical damage* *6. Collision* *7. No-fault* *B. Health Insurance* *1. Major medical* *2. Catastrophic* *3. Coinsurance* *4. Health Maintenance Organizations (HMO)* *5. Preferred Provider Organizations (PPO)* *6. Disability income* *C. Life Insurance* *1. Term* *2. Whole* *3. Adjustable* *4. Universal* *5. Variable* *D. Insurance for Residence and Possessions* *1. Homeowners'* *2. Renters'* *3. Replacement cost* *4. Cash-value* *E. Umbrella Insurance*	• Cognitive Describe the criteria one should consider before purchasing any type of insurance. Write a journal entry about the need for life insurance. Listen to an automobile insurance agent discuss the impact on the premium of automobile accidents and tickets. • Critical Thinking In small groups, select a case study on insurance. Justify the purchase decision based on needs, goals, values, and resources. Given case studies of individuals/families, analyze the insurance needs of each. Make a selection of insurance for the person(s) and justify the decision. Plan your personal insurance needs. Locate three different agents for coverage and cost comparisons. Rank them in order of desirability. If you were employed in your selected career today, what type of insurance would you need? Project ten years from now. If you had no dependents, would this need be the same? How would your insurance needs change if you had people (adults or children) who were dependent upon you? • Teamwork Investigate umbrella insurance. Who needs it? Why? Ask 20 adults if they have umbrella insurance. Report your findings to the class. • Workplace Readiness Skills Investigate the impact of a poor driving record on employability. What types of careers, if any, are affected?

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COURSE: LIFE MANAGEMENT **UNIT:** RESOURCE MANAGEMENT

COMPETENCY: 11.00 C3 **Develop resource management skills.**

OBJECTIVE: 11.04 C3 ***Explore investment options.***

CONTENT OUTLINE	ACTIVITIES
A. Investment Options *1. Certificates of deposit* *2. Money market account* *3. Retirement accounts* *4. Mutual funds* *5. Savings account* *6. Stock market* *B. Investment Considerations* *1. Degree of risk* *2. Amount of return* *3. Investment goals* *4. Evaluation of companies*	• Basic Skills Assume you have $1000 to invest. Calculate the amount of return you would earn after one year from various investment options. • Cognitive Discuss the pros and cons of IRAs and Keogh plans. Use a display to illustrate how these plans meet the needs of individuals. Listen to a stock broker discuss the stock market. • Critical Thinking In a small group, develop a set of guidelines one should follow to help family and business get the most from money invested. Interview three people to determine their feelings about risk and rate of return regarding investments. How do your personal feelings compare? Report your findings to the class. • Teamwork Develop a simulated portfolio of ten stocks. Follow the value throughout the semester or school year. Use a chart or computer program to record the progress of the portfolio. • Technology Use the Internet to research five mutual funds. If you were going to invest money in mutual funds, which would you prefer and why?

COURSE:	LIFE MANAGEMENT	UNIT:	RESOURCE MANAGEMENT
COMPETENCY:	11.00	C3	**Develop resource management skills.**
OBJECTIVE:	11.05	C3	***Examine the pros and cons of using credit.***

CONTENT OUTLINE	ACTIVITIES
A. Credit Regulations *1. Fair Credit Reporting Act* *2. Truth-in-Lending Act* *3. Role of creditors* *4. Role of credit bureau* *5. Down payment* *6. Finance charges* *B. Application Process* *1. Credit application* *2. Credit rating*	• Basic Skills View video, "Now, You're the Lender" ("How to Do Your Banking" by Wachovia). Evaluate loan applicants and credit worthiness by completing math worksheets in booklet. • Cognitive Identify the three C's of credit. Discuss their importance in getting loan approval by evaluating case studies. Listen to a representative from a credit card company or credit department discuss credit application processing. Complete a sample application. Listen to a credit manager from a local business discuss credit ratings, credit bureaus, and the Fair Credit Reporting Act. Evaluate a sample credit report. • Critical Thinking Develop a chart comparing the types of credit from different credit sources. Compare availability, annual fees, application process, etc. Select one type of credit for which to apply. Defend your decision. • FHA/HERO Develop a column about credit for the school newspaper. Ask students to submit credit/money-related questions to the paper. Research answers for publication in the next issue. • Technology Using computer software programs or on-line services, investigate the Equal Credit Opportunity Act, the Fair Credit Billing Act, the Fair Credit Reporting Act, the Fair Debit Collection Practices Act, the Preservation of Consumers' Claims and Defenses Ruling, and the Truth in Lending Law. Write a brief explanation of the meaning of the law and role-play situations that explain the concept of the law.

COURSE: LIFE MANAGEMENT **UNIT:** RESOURCE MANAGEMENT

COMPETENCY: 11.00 C3 **Develop resource management skills.**

OBJECTIVE: 11.06 C2 ***Interpret legal aspects of financial responsibilities.***

CONTENT OUTLINE	ACTIVITIES
A. Consumer Rights *1. To safety* *2. To be informed* *3. To choose* *4. To be heard* *5. To consumer education* *6. To redress* *B. Consumer Responsibilities* *1. Honesty* *2. Fairness* *3. Consideration* *4. Responsibility* *C. Grievance Procedures* *1. Personal action* *a. Refunds* *b. Replacement* *c. Letters* *d. Visits* *2. Consumer representative* *3. Better Business Bureau* *D. Legal Recourse* *1. Government agencies* *2. Consumer action and advisory* *3. Small-claims court* *4. Legal aid* *5. District attorney*	• Basic Skills Write a letter of complaint concerning an unsatisfactory product or service from a random selection of situation cards. Assume you are in charge of a consumer complaint department. You receive a letter of complaint. You know the problem is not a product defect but is due to improper consumer use. Write an appropriate response to the consumer. • Cognitive Listen to a lawyer discuss the court system, district and small-claims courts, and how they impact the average person or family. • Critical Thinking Research the impact shoplifting and vandalism have on individuals, families, and businesses. List strategies merchants might use to prevent shoplifting. Discuss your feelings on these issues. Consider the question: Is a refund of money for a returned product a basic consumer right? Discuss this with the class or divide into two teams and debate the issue. Investigate to determine what a district attorney is. What does he/she do? How many are there in your county? Who does a district attorney represent and why? • Technology Research federal consumer agencies on the Internet. List three of these agencies and explain their functions.

COURSE: LIFE MANAGEMENT **UNIT:** RESOURCE MANAGEMENT

COMPETENCY: 11.00 C3 **Develop resource management skills.**

OBJECTIVE: 11.07 C3 ***Develop a financial plan.***

CONTENT OUTLINE	ACTIVITIES
A. Financial Plan Development *1. Format* *2. Technology* *3. Categories and accounts* *4. Training and education* *5. Family member responsibilities*	• Basic Skills Create a personal financial plan. • Cognitive Discuss how a family financial plan changes as the family grows in size and age. Use specific examples. • Critical Thinking Analyze your current income and spending habits. Develop a personal financial plan. At what age or stage of the life span does a person first need to develop a financial plan? Why? Interview adults from three different families to determine who has responsibility for the financial management and decisions. Contrast and compare the different answers. What are your feelings about family member responsibilities? Share your findings and feelings with the class. • FHA/HERO Participate in the national project, "Financial Fitness." • Technology Investigate the number and types of computer software programs available about financial planning. What are the costs? Would they be useful for the average family? Select two computer software programs for financial planning. Use each to complete a financial plan. Evaluate the advantages and disadvantages of each.

UNIT G: **RESOURCE MANAGEMENT**

COMPETENCY 11.00 **Develop resource management skills.**

MATERIALS/RESOURCES

State-Adopted Textbooks

Ryder, V. and Harter, M. (1995). Contemporary living. South Holland, IL: Goodheart-Willcox Company, Inc., 595-608, 611-629, 631-645.

Sasse, C.R. (1997). Families today. New York: Glencoe/McGraw-Hill, 483-515.

State-Adopted Textbook Resources

Contemporary Living - Student Guide, 169-186.

Contemporary Living - Teacher's Resource Binder, 371-379, 383-392, 397-399, 401-404.

Families Today - ABC News Interactive Bar Code Correlation, 98-100.

Families Today - Balancing Work and Family, 35.

Families Today - Building Academic Sk 'ls, 48, 50.

Families Today - Color Transparencies, 45-46.

Families Today - Cooperative Learning, 53-54.

Families Today - Enrichment Activities, 34-36.

Families Today - Exploring Relationships, 57-60.

Families Today - Extending the Text, 35-36.

Families Today - Reteaching Activities, 69-73.

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Future Homemakers of America. (1996). FHA/HERO chapter handbook. Reston, VA: Author.

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Life Management
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Rate the following statements circling your responses. When responding to specific curriculum content, please reference product, competency goal, and objective number.

Scale: Excellent 5
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Name _____ School _____ Date ____ _____

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The blueprint is well structured. Comments:	5	4	3	2	1
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The curriculum guide provides a topical outline complete and clear enough to determine the course content. Comments:	5	4	3	2	1
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The performance-based assessment component forms are well structured and useful. Comments:	5	4	3	2	1
The test-item bank questions are clear and accurately measure student mastery. Comments:	5	4	3	2	1

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